DOCUMENT RESUME

ED 112 599	88	EC 073 849

AUTHOR	Will, Patricia, Ed.
TITLE	Home and Family Living Laboratory Curriculum Guide. 1975 Developmental Edition.
INSTITUTION	Saint Paul Public Schools, Minn. Home and Family Living Lab.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
BUREAU NO	33-72-7082
PUB DATE	75
NOTE	357p.
EDRS PRICE	MF-$0.76 HC-$18.40 Plus Postage
DESCRIPTORS	Consumer Education; *Curriculum Guides; *Daily Living Skills; Educable Mentally Handicapped; Exceptional Child Education; *Home Economics; Leisure Time; *Mentally Handicapped; *Normalization (Handicapped); Secondary Education; Trainable Mentally Handicapped
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Presented is the curriculum guide from the Home and Family Living Laboratory, a project of the Child Development Center (St. Paul, Minnesota) which serves educable mentally retarded and trainable mentally retarded teenagers and young adults. It is explained that the laboratory setting is a house (next to the school building) which accommodates 12 students, and that the purpose of the program is to facilitate transfer of home maintenance and home economics skills to a real life situation. Introductory information includes: a history of the project, a description of mainstream (association with non-handicapped students) aspects of the program, take-home activities coordinated with each curriculum unit, and a guide for media to be used with each unit. Seven curriculum units cover the following topics (with sample objectives in parentheses); living in a neighborhood (understanding the rights and responsibilities of a property owner); money and the consumer (locating the price tag on an item); personal needs within the family (learning grooming and meal management); interior home care and planning (vacuuming); home maintenance (raking leaves); home emergencies (handling home fires); and leisure time (participating in games and hobbies). Provided for each unit are objectives, learning activities, vocabulary, teaching aids/resources, related academic objectives, and evaluative criteria. (LS)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

8/7/75

HOME AND FAMILY LIVING LABORATORY CURRICULUM GUIDE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED112599

1975 Developmental Edition

Publication No. 7475058

saint paul public schools
HOME AND FAMILY LIVING LABORATORY
CHILD DEVELOPMENT CENTER
360 Colborne Street St. Paul, Minnesota 55102

Patricia Will, Project Director
Title III ESEA Project No. 33-72-7082

BOARD OF EDUCATION

Mrs. G. Theodore Mitau
Chairman

Howard M. Guthmann
Vice-Chairman

Emery Barrette
Clerk

Robert D. Lowe, Sr.
Treasurer

James Griffin
Member

William Magnuson
Member

Eleanor Weber
Member

ADMINISTRATION

George P. Young
Superintendent of Schools

Kenneth A. Berg
Deputy Superintendent

Charles M. Hagen
Director, Special Education

Charles J. Burbach
Principal, Child Development Center

PROJECT STAFF

Patricia Will	Director
Donna M. Flug	Home Economics Teacher
Marvin D. Willey	Industrial Arts Teacher
Rita A. Bazal	Secretary

Home and Family Living Laboratory Curriculum Guide

1975

Developmental Edition

Home and Family Living Laboratory
Child Development Center
360 Colborne Street
St. Paul, Minnesota 55102

Patricia Will, Project Director
Title III ESEA Project #33-72-7082

Permission to copy these materials for educational purposes is granted provided credit is given to "Home and Family Living Laboratory Curriculum Guide, 1975, Child Development Center, St. Paul Public Schools. Developed under a Title III ESEA grant. Patricia Will, editor."

This work was developed under a grant from Title III Elementary and Secondary Education Act. However, the contents and opinions do not necessarily reflect the position or policy of the Office of Education and no official endorsement should be inferred.

TABLE OF CONTENTS

Introduction.................... 1

History of the Home and Family Living Laboratory Project.... 2-5

Overview and Evaluation of the Curriculum.................... 6-8

Home Lab Activities Associated With Mainstream Education... 9-10

Take Home Activities.................... 11-27

Task Analysis.................... 28

Selecting the Units.................... 29

Teaching Aids and Resources.................... 30-32

Media Production Guide.................... 33-48

Unit #1: Living in Your Neighborhood.................... 49-74

Unit #2: Money and the Consumer.................... 75-97

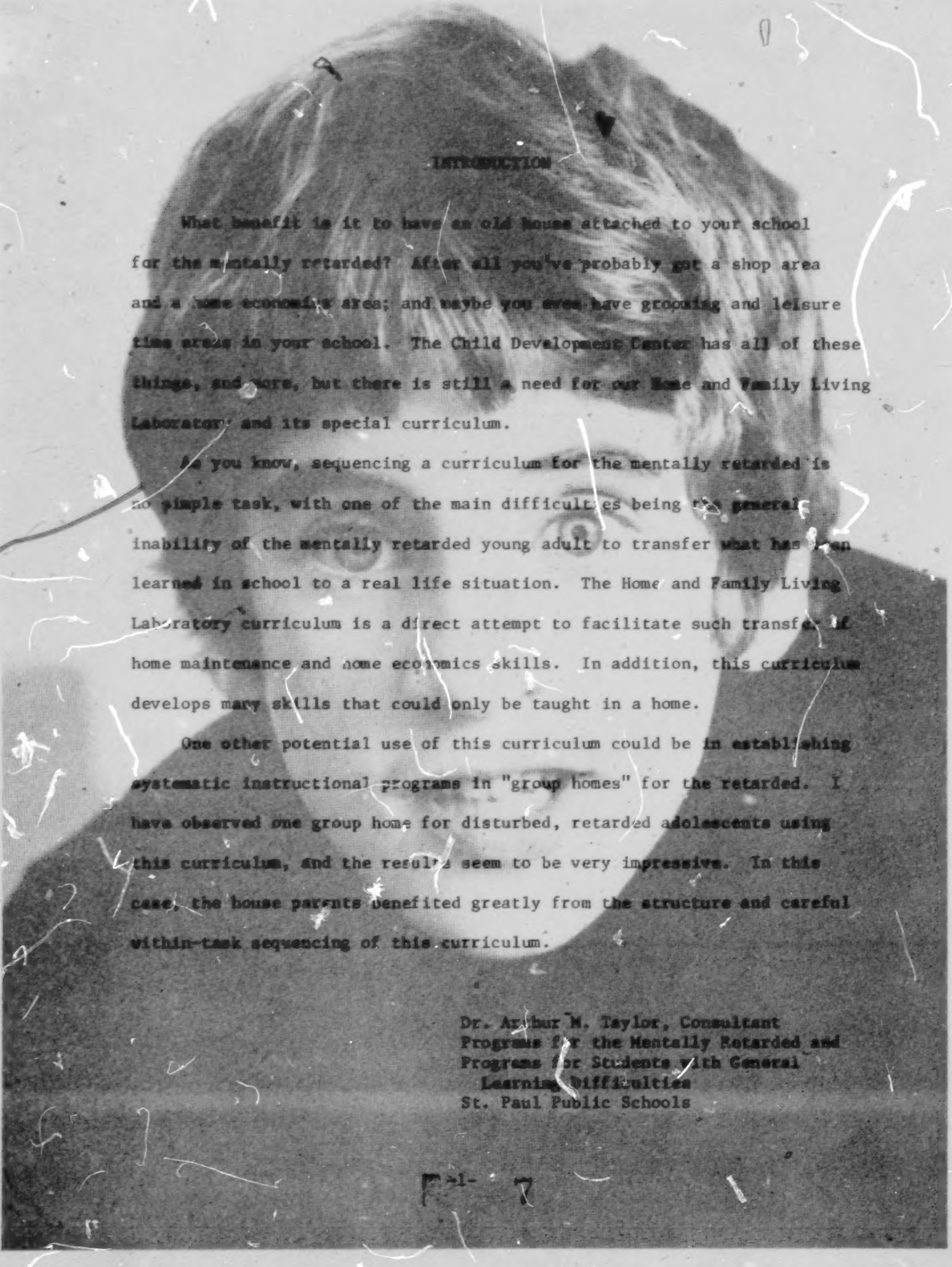
Unit #3: Personal Needs Within the Family.................... 98-204

Unit #4: Interior Home Care and Planning.................... 205-252

Unit #5: Maintaining Your Home.................... 253-308

Unit #6: Home Emergencies.................... 309-328

Unit #7: Leisure Time in the Home and Family Living Lab... 329-351



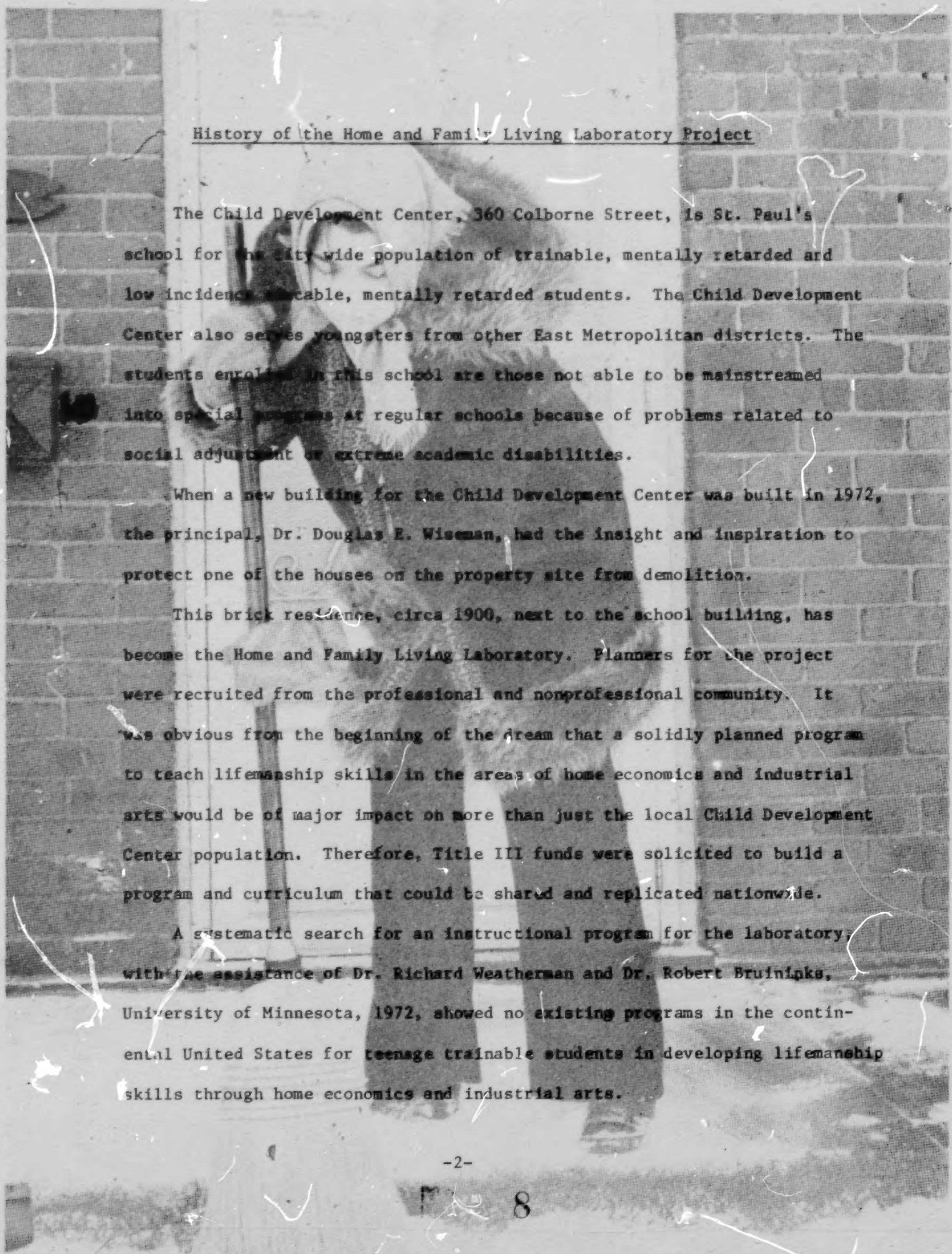
INTRODUCTION

What benefit is it to have an old house attached to your school for the mentally retarded? After all you've probably got a shop area and a home economics area; and maybe you even have grooming and leisure time areas in your school. The Child Development Center has all of these things, and more, but there is still a need for our Home and Family Living Laboratory and its special curriculum.

As you know, sequencing a curriculum for the mentally retarded is no simple task, with one of the main difficulties being the general inability of the mentally retarded young adult to transfer what has been learned in school to a real life situation. The Home and Family Living Laboratory curriculum is a direct attempt to facilitate such transfer of home maintenance and home economics skills. In addition, this curriculum develops many skills that could only be taught in a home.

One other potential use of this curriculum could be in establishing systematic instructional programs in "group homes" for the retarded. I have observed one group home for disturbed, retarded adolescents using this curriculum, and the results seem to be very impressive. In this case, the house parents benefited greatly from the structure and careful within-task sequencing of this curriculum.

Dr. Arthur M. Taylor, Consultant
Programs for the Mentally Retarded and
Programs for Students with General
  Learning Difficulties
St. Paul Public Schools



History of the Home and Family Living Laboratory Project

The Child Development Center, 360 Colborne Street, is St. Paul's school for the city wide population of trainable, mentally retarded and low incidence educable, mentally retarded students. The Child Development Center also serves youngsters from other East Metropolitan districts. The students enrolled in this school are those not able to be mainstreamed into special programs at regular schools because of problems related to social adjustment or extreme academic disabilities.

When a new building for the Child Development Center was built in 1972, the principal, Dr. Douglas E. Wiseman, had the insight and inspiration to protect one of the houses on the property site from demolition.

This brick residence, circa 1900, next to the school building, has become the Home and Family Living Laboratory. Planners for the project were recruited from the professional and nonprofessional community. It was obvious from the beginning of the dream that a solidly planned program to teach lifemanship skills in the areas of home economics and industrial arts would be of major impact on more than just the local Child Development Center population. Therefore, Title III funds were solicited to build a program and curriculum that could be shared and replicated nationwide.

A systematic search for an instructional program for the laboratory, with the assistance of Dr. Richard Weatherman and Dr. Robert Bruininks, University of Minnesota, 1972, showed no existing programs in the continental United States for teenage trainable students in developing lifemanship skills through home economics and industrial arts.

No written curriculum existed. The challenge was clear, and the Home and Family Living Laboratory had, as one objective, the development of an exemplary curriculum in home economics and industrial arts "lifemanship" skills for low functioning retarded teenagers.

The age of the house immediately dictated some of the project's early activities. As in any older home, there were many things needing repair. It was the hope of the planners to have the students participate in repairing and restoring the house for use as an instructional setting. The city fire marshall and St. Paul's building inspector had safety requirements, however, that involved costly remodeling of the house before students were allowed to occupy the premises. The unscheduled expense and delay of the project is described in A Guide for Program Development published by the Home and Family Living Laboratory in May, 1974. This handbook detailing developmental and historical information may be obtained by writing to the project director.

Another source of assitance to communities investigating the Home Lab concept for their retarded teenagers is the Home and Family Living Laboratory slide-tape presentation. This production is available for one week loan and may also be obtained from the project director.

When the Home Lab met the local safety standards, the students were moved from the model room setting of the Child Development Center into a regular schedule of daily attendance in the Home and Family Living Laboratory. The house accomodates twelve students, two teachers, the project director and a project secretary.

A variety of scheduling patterns have been tried for the students reflecting consideration for individualized instruction, meeting the needs of small and similar groups, and accomodating the work experience schedule of students who have jobs. The project has served the students well in all scheduling patterns except during summer school, 1974, when the groups were rotated into the Home Lab for half days for only two weeks. These low functioning young people require a minimum of four weeks to have adequate exposure and practice on an instructional unit.

Since fall of 1972, 151 students have been in the program. Of these, 25 are enrolled for a second or third experience.

Based on the 1973-74 Home and Family Living Laboratory project evaluation, pupil assessment, using project developed criterion measures, indicates that students have made considerable improvement in adaptive behavior in areas related to home economics and industrial arts, using the project curriculum. Copies of the 1973-74 Evaluation Report are available on request.

The Home Lab as an instructional setting has attracted state and national interest. Visitors have come from five foreign countries and over eighteen states. Teacher training institutions in the area have expressed active interest in the program and curriculum.

Parents and other primary caretakers of the youngsters enrolled in the program give continual feedback to the project director and teachers. The "Take Home Activities" section of the curriculum describes some techniques used to insure the flow of information between home and school.

An active advisory committee representing a variety of community professional and nonprofessional interests gives guidance and practical suggestions on program development.

The Home and Family Living Laboratory curriculum is a product resulting from funding under Title III, Elementary and Secondary Education Act. The project was selected as one which would advance creativity in education. We believe we have made a usable curriculum that will enrich the future of many retarded individuals. We will continue the development and implementation of this curriculum at the Child Development Center.

Patricia Will, editor

Overview of the Home and Family Living Laboratory Curriculum

The Home and Family Living Laboratory Curriculum is designed to teach "lifemanship" skills to lower functioning teenagers and young adults. The curriculum has been developed and tested at the "House with Yellow Trim", a real house located next to the Child Development Center, St. Paul, Minnesota. The instructional plan is for home economics and industrial arts related skills suited to any home setting. It reflects the conviction of the project director, the teachers and Home Lab Advisory Committee that the instruction should be in activities most appropriately carried on in an actual home setting rather than in a classroom.

Many of the students at the Home Lab have the potential to live independently or semi-independently in the community upon completion of school at age 21. Real experiences in their day-to-day activities at the Home Lab help them acquire and internalize many independent living skills. "Model Rooms" or "Apartments" within a school don't have the capacity for daily crisis, intervention, and solution of home problems that can be found in a real house where someone can leave the water on (with the plug in the sink), forget to shut the door, track mud on the clean floor, or play the radio too loud.

This developmental version of the Home Lab Curriculum is for low functioning EMR and TMR young adults. Many of the tasks may at first appear nearly impossible for most TMR students. However, there are components in each objective that can be adapted so that trainable level students can participate in the home and family living activities and make progress, as well as a contribution toward family living comfort. The components the teacher selects to teach will reflect his/her professional abilities to build upon the assets of each student considered individually. The teacher should apply insights gained from teaching experience and from evaluations of students' needs to modify or make additions to the lessons.

The curriculum includes activities related to interior and exterior home maintenance, the relationships between the neighborhood and the home, personal needs within the family, money management and consumerism and the use of leisure time.

Overview, cont'd.

Many professional and community resources were tapped in the three year development of the curriculum. The following people have made valuable contributions:

Donna Flug	Home Economics Teacher	Years 1, 2 & 3
Marvin Willey	Industrial Arts Teacher	Years 2 & 3
Steve Hendrickson	Industrial Arts Teacher	Year 1
Douglas Wiseman	Principal/CDC	Years 1 & 2
Charles Burbach	Principal/CDC	Year 3
Dwight Maxa	Project Director	Years 1 & 2
Rebecca Strunck	Project Secretary	Year 1
Rita Bazal	Project Secretary	Years 2 & 3

The project evaluators were Dr. Judi Wolf and Dr. Richard Weatherman, University of Minnesota. The curriculum consultant and evaluation team included:

Dr. Arthur Taylor, Consultant/St. Paul Public Schools
St. Paul, Minnesota

Dr. Robert Bruininks, Associate Professor/University of Minnesota
Minneapolis, Minnesota

Dr. Gary Clark, Professor/University of Kansas
Parsons, Kansas

Mr. Richard Young, Media Production Specialist/University of Nebraska
Lincoln, Nebraska

Mr. Gary Simon, Cooperative School Rehabilitation Center
Glen Lake, Minnesota

Dr. Larry Holmquist, Director/Special Education
Helena, Montana

Mr. Clarence Bianco, Coordinator/Programs for the Mentally Retarded
Racine, Wisconsin

Dr. James Lewis, Associate Professor/Special Education
St. Cloud, Minnesota

Mr. Clyde Holmes, Director/United Day Activity Center
Duluth, Minnesota

Ms. Marylee Fithian, Dakota County Developmental Training Center
St. Paul, Minnesota

Evaluation Team, cont'd.

Mr. Lyle McFarling, Director/Special Education
Mankato, Minnesota

Other Contributors:

- Michael Donnelly
- Janet Manchester
- Karin Tomervik
- Harvey Romanishan
- Ellen Kolcinski
- Colleen Wietecki
- Gregory Schones
- Lorin Syverson
- Vicky Ryan
- Kathy Walker
- Dorothea Gamradt
- Arlana Helgager

Patricia Will, Project Director
Editor

Home Lab Activities Associated With Mainstream Education

Students enrolled in the Home Lab program have some unique opportunities to be associated with "mainstream students". These opportunities for contact with their future neighbors who are non-handicapped allows for a gradual buildup of acceptance and understanding of the retarded person.

Non-handicapped students interact with Home Lab students in both routine and exceptional ways. On a regular basis, the Future Homemakers of America Club from nearby Monroe High School comes to the house to have conversation and work on home handicrafts. Every Wednesday afternoon these young people work together building relationships and attitudes which will surely help in future community acceptance and understanding of the problems of the retarded. Handwork is the order of business. Friendship, loyalty and knowledge is the long term gain.

Another mainstream contact for the Home Lab students has been with non-handicapped high schoolers from the New City School filmmaking class. These young people have spent many hours together at the house producing a movie to show daily Home Lab activities. The Home Lab story on film is used in orientating incoming students to the program. The high school film class participants had an unusual experience which will enrich their understanding of educational alternatives which help the retarded student learn. The non-handicapped students reported a new appreciation of what is required in a specialized instructional program. They reported, that after making the film, they had a better understanding of retarded people and would be able to be a better friend.

Mainstream high school students from the Horticultural Learning Center are another group who has made close contact with the ongoing educational program of Home Lab students. The Horticulture students prepared and brought rooted plant cuttings to the lab so that our students could learn-by-doing the necessary steps in potting and caring for a house plant of their own. The Horticulture students also planned, prepared and executed landscaping improvements on the outside of the house. Home Lab students became the working partners of mainstream students to the best of their ability.

Home Lab students often talk together about their outside-of-school Work Experience Placement. They routinely hold work experience jobs in the community for a few hours of each day, so that they build up the essential skills needed for the world of work. These work experience placements of the Home Lab students are bolstered by specific skill-building sessions at the house. For instance, improving grooming is encouraged by having shampoo sessions and specific laundry instruction is given for clothing used at work. Social skills important to work success are part of the daily experience at the Home Lab. Having a real job makes the conversation lively around the dining room table. Ways to deal with problems at work are shared by the students. The Home Lab teachers have an opportunity to pinpoint problem areas and give direct advice or instruction.

Every opportunity that brings the retarded student into positive, meaningful contact with the mainstream community is a valuable one. The Home and Family Living Laboratory staff seeks these opportunities and uses them to build the lifemanship skills of our students and to increase the acceptance of the adult retarded - our next door neighbors by the community.

The Take Home Activities

Permission to reporduce the Take Home Activities in this curriculum is granted by the Home and Family Living Laboratory, Title III project, #33-72-7082.

In order to avoid the frustrations involved in teaching retarded children to do things themselves, many parents of the retarded do everything for them. The special student may reach school with limited experience in independent action. The student may also have learned not to initiate action and this lack of initiative may keep him disabled. One of the efforts of the Home Lab is to encourage the families of the students to let them do as many things as possible for themselves.

A regular schedule of letters sent to the home, and an "open house" party for each Home Lab group helps the staff discuss their hope for developing skills relating to independent action. In addition to informative letters and the "open house", there are "Take Home Activities" for each student. These give the family of the Home Lab student an opportunity to contribute to systematic skill development. The "Take Home Activities" help the student and family focus on a specific skill and a report to the Home Lab is to be returned so that the staff is able to evaluate the ongoing skill level of the student.

Excellent response has been made to these "Take Home Activities". Return of the forms is nearly 100%. Whenever possible a stamped return envelope is sent for the family report. We encourage you to use and expand the "Take Home Activity" format wherever the Home Lab curriculum is used. Two or three related Take Home Activity sheets will be found at the end of each instructional unit.

MODEL COVER LETTER TO PRECEED USE OF TAKE HOME ACTIVITIES

Date ____________________

____________________ is enrolled in the Home and Family Living Laboratory program for the next __________ weeks. ____________________ will come to the house every day to have actual practice in skills that will help __________ live a happier, more independent life.

We will have an "Open House Party" sometime while your student is enrolled. It is very important that you come to this, if it is possible.

We will be sending some Take Home Activities to your house. Please help your student with these activities. They are jobs that can be carried out or checked better in the place the student lives. It is very important to send the signed Take Home Activities back to the Home Lab.

Please feel free to call us if you have any questions (224-8289).

Sincerely,

Project Director

We will be working on the following skills:

____

____

____

____

TAKE HOME ACTIVITY

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

From the Home and Family Living Laboratory to the
Student's Neighborhood

________________________________ is learning more about his neighborhood.

Please check to see if he can do the following:

		YES	NO
1.	Find the street sign on his block		
2.	Tell the name of the street		
3.	Locate the number on your house		
4.	State the complete house number and address		
5.	Name three neighbors		
6.	State how neighbors can help each other		

Please return in one week.

Signed________________________________

Date__________________________

TAKE HOME ACTIVITY

UNIT #2: MONEY AND THE CONSUMER

Shopping for Clothes

________________________________ is practicing judgment in selecting necessary clothing replacements and caring for what he/she has.

The student should look at his/her clothing and check (✓) the items that are outgrown or need replacement for other reasons.

A family member should check the list and write a comment at the bottom of the list. Please try to return the form to the Home Lab in one week.

Thank you!

	O.K.	NEEDS TO BE REPLACED
Socks		
Underwear		
Shirts or Blouses		
Sweater		
Jacket		
Dress		
Coat		
Slacks		
Jeans		
Other		

COMMENTS ____

Signed ______________________

Date ______________________

TAKE HOME ACTIVITY

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

Personal Grooming

________________________________ is working on a unit about personal needs and control of body odor. Please help by posting this chart in your home and keeping a two-week record.

Mark "X" if the student changes underwear daily without being reminded. Mark "O" if the student needs to be reminded before he changes to clean underwear.

Check daily use of deodorant the same way. Mark "X" if the student uses deodorant without being reminded. Mark "O" if the student uses deodorant after being reminded.

MON	TUES	WED	THURS	FRI	SAT	SUN	MON	TUES	WED	THUR	FRI	SAT	SUN

Please return chart on ________________________________

TAKE HOME ACTIVITY

UNIT #5: MAINTAINING YOUR HOME

Yard Maintenance

______________________________ is having practice on lawn care. ______________ has been taught to mow in straight rows, trim the edges by hand where necessary, and clean up when finished.

Please check your student on this job and return this form within two weeks.

	YES	NO
Rows straight?		
Trimming complete?		
Trash and tools put away?		

Signed ______________________________

Date ______________________________

TAKE HOME ACTIVITY

UNIT #5: MAINTAINING YOUR HOME

Yard Maintenance

_______________________________ has been practicing yard cleanup. _____________ has worked on raking up leaves and trash and disposing of it.

Please have your student work at home on this job and return this form within two weeks.

	YES	NO
Is raking done in straight rows?		
Is the trash picked up and disposed of in the way you do it at your house?		

What can you see that needs further instruction? _____________

____

____

Signed_______________________

Date_______________________

TAKE HOME ACTIVITY

UNIT #5: MAINTAINING YOUR HOME

Use of Basic Hand Tools

____ has been practicing the use of basic hand tools in the Home and Family Living Laboratory.

______________________ has worked with:

screwdriver - standard
screwdriver - phillips
claw hammer
sandpaper

Please have your student do some home jobs using one or more of these tools, and tell us about it below.

Please return this form within two weeks.

COMMENTS ____

____

____

____

Signed ________________________________

Date ______________________________

TAKE HOME ACTIVITY

UNIT #6: HOME EMERGENCIES

____________________________has been practicing changing light bulbs in the Home and Family Living Laboratory. Please permit this activity at home when a light burns out.

____may help with burned out light bulbs at home.

Signed________________________________

Date________________________________

TAKE HOME ACTIVITY

UNIT #6: HOME EMERGENCIES

Home Fires

________________________________has been practicing home fire safety. We have worked on getting out of the Home Lab quickly and safely.

Please let your student practice leaving your home in an emergency. We are sending you a book about home fire safety from the Fire Marshall

- -

________________________________has	YES	NO
practiced getting out of the house safely		
heard the family plan for fire safety		

Signed______________________________________

Date______________________________________

TAKE HOME ACTIVITY

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

______________________________ is being encouraged to work on independent physical activity out-of-doors. This is part of our leisure time activity.

These are some things he may be able to do around his home:

walk
window shop
bike ride
skate
swim
snow activities

Add any other activities that are physical and that are done alone.

Please put (✓) check marks next to each activity as they are done, and return this form to us in three weeks.

Thank you.

Signed ______________________________

Date ______________________________

TAKE HOME ACTIVITY

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

Self-oriented Activities Within the Home

______________________________has been practicing the use of leisure time in the Home Lab. We emphasize the use of leisure time in ways other than watching television. We have spent time playing games together and making handcrafted items in the Home Lab setting.

Please tell us if__________________________has done the following at home:

	YES	NO
Started a game to play by him/her self		
Played a game with family or friends the past two weeks		
Worked on any handcrafted item at home during the past two weeks		

COMMENTS____

____

____

Signed______________________________

Date______________________________

Home & Family Living Laboratory Report

Please look at the home jobs we have checked on the attached list.

These are jobs your child has experienced and practiced at the Home Lab.

We need your help in finding out how well you think he/she does these things at home.

Please do these things:

1. Put a check mark in the box that tells if, or how the job is done at home.
2. Write any "remarks" you wish.
3. Return the form in the envelope.

Please do this as soon as possible.

STUDENT'S NAME ____________________

DATE ____________________

	HOME LAB PRACTICE	DOES NOT DO AT HOME	NO OPPORTUNITY TO DO IT AT HOME	WE DON'T ENCOURAGE THIS AT HOME	DOES THIS WELL AT HOME	DOES THIS POORLY AT HOME
Floor and Floor Covering Care						
Vacuuming						
Dust Mopping						
Scrubbing						
Waxing						
Sweeping						
Shaking Rugs						
Carpet Washing						
Furniture Care						
Sanding						
Dusting						
Waxing						
Painting						
Staining						
Vacuuming						
Laundry Management						
Operating automatic washer						
Operating automatic dryer						
Sorting of laundry						
Folding of laundry						
Ironing flat work						
Wall Care						
Painting						
Washing						
Dusting woodwork						

STUDENT'S NAME ____________________

DATE ____________________

	HOME LAB PRACTICE	DOES NOT DO AT HOME	NO OPPORTUNITY TO DO IT AT HOME	WE DON'T ENCOURAGE THIS AT HOME	DOES THIS WELL AT HOME	DOES THIS POORLY AT HOME
Glass Care						
Window washing						
Mirror cleaning						
Kitchen Management						
Dishwashing						
Sink cleaning						
Stove cleaning						
Refrigerator cleaning						
Table setting						
After meal cleanup						
Food preparation-lunch						
Serving						
Shopping						
Putting foods away in proper storage areas						
Snack preparation						
Beverage preparation						
Interior Painting (Latex paint)						
Wipe down walls beforehand						
Put down drop cloth or newspaper						
Apply paint to walls or floor						
Clean up spills with soap and water						
Clean up equipment with soap and water						

STUDENT'S NAME ____________________

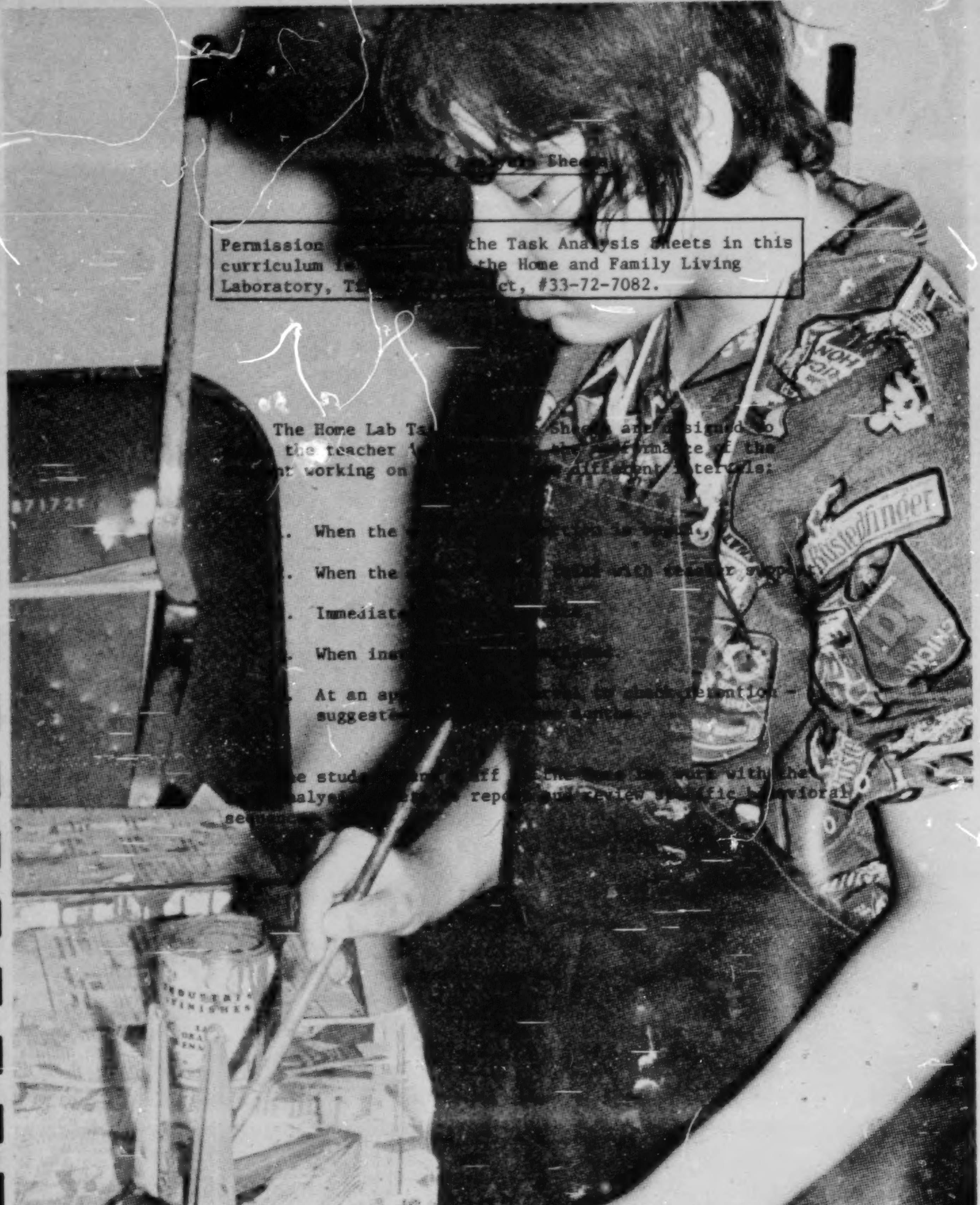
DATE ____________________

	HOME LAB PRACTICE	DOES NOT DO AT HOME	NO OPPORTUNITY TO DO IT AT HOME	WE DON'T ENCOURAGE THIS AT HOME	DOES THIS WELL AT HOME	DOES THIS POORLY AT HOME
Exterior Painting (Latex paint)						
Scrape off peeling paint						
Put down drop cloth, if necessary						
Apply paint evenly						
Repeat as necessary to cover completely						
Clean up equipment with soap and water						
Gardening and Yard care						
Cutting grass						
Garden preparation						
Planting of seeds						
Planting of bulbs						
Weeding						
Grass trimming						
Snow shoveling						
Installing Fence						
Dig post holes with digger and shovel						
Saw posts to correct length						
Mix concrete in wheelbarrow						
Push wheelbarrow and unload concrete around post hole						
Trowel concrete smooth						

STUDENT'S NAME ____________________

DATE ____________________

Personal Care and Social Habits	HOME LAB PRACTICE	DOES NOT DO AT HOME	NO OPPORTUNITY TO DO IT AT HOME	WE DON'T ENCOURAGE THIS AT HOME	DOES THIS WELL AT HOME	DOES THIS POORLY AT HOME
Face and hand washing						
Hair Washing						
Fingernail care						
Greeting visitors						
Socializing with visitors						
Socializing with other Home Lab students						
Showing courtesy to others						
Showing concern for each other						
Leisure Time						
Sharing leisure time in suitable activities						
Game playing-group						
Game playing-independent						
Handcraft activity						
Conversation						
Miscellaneous						
Use of johnny mop						
Bed making						
Changing light bulbs						
Plunging toilet						
Use of basic hand tools, hammer, etc.						
Collection and removal of trash, garbage, etc.						



[illegible] Sheets

Permission [illegible] the Task Analysis Sheets in this curriculum [illegible] the Home and Family Living Laboratory, T[illegible]ct, #33-72-7082.

The Home Lab Ta[illegible] Sheets are designed to [illegible] the teacher [illegible] performance of the [illegible] working on [illegible] different intervals:

1. When the [illegible]
2. When the [illegible] with teacher supp[illegible]
3. Immediate[illegible]
4. When ins[illegible]
5. At an ap[illegible] retention - suggest[illegible]

[illegible] student [illegible] staff [illegible] with the [illegible] analyses [illegible] repe[illegible] review specific behavioral seq[illegible]

Selecting The Units

Choosing appropriate objectives and performance level goals follows the selection of students who are placed in the Home Lab setting. Just as not all units can be taught to all students, neither are all objectives within a given unit suitable for all students. Units are to be selected according to the perceived needs of the students. Objectives should be selected on an individual basis and the evaluative criteria should be modified from those suggested when this is indicated by the functional level of the students.

The learning activities in the Home Lab curriculum are only those things done appropriately in a home. Classroom activities are indicated as "related academic objectives" in each lesson. These related objectives are to be reached in a non-laboratory setting, preferably before the student is enrolled in a Home Lab group.

The current level of functioning of all students should be carefully evaluated so that success can foster more success. Objectives for each student should be reachable with enough time for practice included in the individual plan. The percent correct recommendations, the number of items suggested as minimal performance and the length of time recommended for maintenance of certain behaviors are all arbitrary and should be considered as guidelines for evaluation.

The use of the word will in both objectives and evaluative criteria is deliberate. It implies that the student "will" do something rather than "can" because he was seen doing it in class. The condition surrounding evaluation should be sufficiently different than similar instructional activities so that assistance and support is removed. This should set up a situation that requires independent performance feedback on skill development from the student's home living situation is solicited via a "Take Home Report" form and through the letter(s) of testimony included in the "Take Home" section of this curriculum guide.

Teaching Aids and Resources

The references are for materials developed specifically for the retarded. Materials not suited for use in a home setting are not included.

Blumenfeld, Jane (and others), A Guide for the Teacher of the Mentally Handicapped. 1970, 345 p.

Brown, Lou, Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students. 1972, 358 p.

Cline, Kathy, A Symbol Cookbook Program. 1969.

Day, Avanelle, The Large Type Cookbook. David White, Inc., 60 East 55th Street, New York, N.Y. 10022. 1968, 341 p.

Dymond, Gerald E. (and others), A Curriculum for the Residential Trainable Child. Eighth Edition. February, 1970, 78 p.

Edmonson, Leland, Leach, Social Perceptual Training. University of Kansas Medical Center, Kansas City, Kansas 66103.

Edmonson, Leland, Leach, Social Inference Training. University of Kansas Medical Center, Kansas City, Kansas 66103.

Elkhart Jaycees, Inc., The Easy Menu Cookbook. Aux Chandelles Press, P.O. Box 398, Bristol, Indiana 46507. 1974, 92 p.

Holmquist, Larry, Money Trainer. 512 So. California, Helena, Montana 59601.

Katz, Elias, An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Final Report. 1965, 139 p.

Krantz, Gordon, Cooperative School-Rehabilitation Centers. Final Report. 1970, 83 p.

Missouri State Department of Education, Curriculum Guide for Teachers of Trainable Retarded Children. Missouri State Department of Education, Jefferson City, Missouri. 1967, 237 p.

Magnolia Special Education Center, Curriculum for the Intellectually Disabled Trainable. Magnolia Special Education Center, Orlando, Florida. 1970, 144 p.

North Carolina State Department of Public Instruction, *Curriculum Guide for Teachers of Trainable Mentally Retarded Children*. North Carolina State Department of Public Instruction, Division for Exceptional Children, Raleigh, North Carolina. 1972, 71 p.

O'Connor, Dorothy, *Suggested Units of Study for Occupational Training Program.* August, 1966, 46 p.

Oklahoma State Department of Education, *A Guide for Teachers of Trainable Mentally Retarded Children*. Oklahoma State Department of Education, Division of Special Education, Oklahoma City, Oklahoma. 1968, 80 p.

Overs, Robert P. (and others), *Paid Domestic Work for the Trainable Retarded Girl*: A Pilot Project. 1970, 110 p.

Project MORE, *Eating Skills*
Nose Blowing
Face Shaving
Leg and Underarm Shaving
Complexion Care
Toothbrushing (New edition)
Hair Rolling (New edition)
Hand Washing
Hair Washing
Feminine Hygiene
Care of Fingernails
Care of Toenails
Telephoning
Care of Eyeglasses
Showering
Care of Simple Injuries
(12 programs)

Project More, P.O. Box 290, Parsons, Kansas 67357.

Satterfield, Mary Lee, *Suggested Units of Study for Occupational Training Program*. August, 1966, 46 p.

Sedgwick, Ursula, *My Learn to Cookbook*. Golden Press. Western Publishing Company, Inc., Racine, Wisconsin. 1967, 62 p.

Sontag, Ed, Ed., *Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students*. Part II. 1972, 358 p.

Southeast Regional Special Education Service Center, *An Experimental Curriculum Guide for Teachers of the Trainable*. Southeast Regional Special Education Service Center, Downey, California. 1968, 88 p.

Steed, F.R., *A Special Picture Cookbook*. Edmark Associates, 13249 Northrup Way, Bellevue, Washington 98005. 94 p.

Stout State University, *Grooming for Men*. Materials Development Center, Stout State University, Menomonie, Wisconsin 54751.

Teaching Aids and Resources, Cont'd.

Three-M brand, *Smells of Danger*. 3-M Center, St. Paul, Minnesota 55101.

Taylor, Arthur, *Money, Measurement and Time.* St. Paul Public Schools, 360 Colborne Street, St. Paul, Minnesota 55102, 1974.

Thompson, M. N., *Teaching Social Behavior and Personal Hygiene to the Retarded Adolescent*. Harris County Center, Dallas, Texas.

Will, Patricia, Home and Family Living Laboratory Filmstrips,
Stores
Bargain Stores
Need? or Want?
Safe?
Dishwashing Picture Series
Neighborhood Signs
Home and Family Living Laboratory, 360 Colborne Street, St. Paul, Minnesota 55102.

MEDIA PRODUCTION GUIDE

Mediating a Home and Family Living Laboratory Curriculum

Richard H. Young
Educational Media Production Specialist
Specialized Office for the Deaf
and Hard of Hearing

University of Nebraska, Lincoln

INTRODUCTION

The use of Media in the training of the exceptional child is a proven and very widely accepted concept. The availability of commercially produced material, however, is limited. The main reason for this is that the commercial producers' first consideration is the market that has the greatest quantity potential, and seldom, if ever can justify economically the creation and dissemination of limited quantity materials.

> The trainable child "....has potentialities for learning (1) self-care, (2) social adjustment in the family and neighborhood, and (3) economic usefulness in the home, in a residential school, or in a sheltered workshop."[1]
>
> "The educable retarded child is one, who, because of slow mental development, is unable to profit sufficiently from the program of the regular.... school."[2]

Because of these students' unique learning patterns, such as the need for much repetition, reinforcement and review, the multisensory approach that media provides has proven a viable mechanism to aid the accomplishment of their varied learning tasks.

---

[1] Samuel Kirk, Winford Kirk and Merle Karnes: You and Your Retarded Child, 1955, p. 10. Macmillan Company, New York.
[2] Kirk, Kirk and Karnes, loc. cit., p. 9.

This Guide, therefore, is to help the teacher in the Home and Family Living Laboratory recognize the potential of media application in the fulfillment of the goals as described in the Curriculum. Having selected an area or learning situation for mediation, help is given for the teacher, teacher aide, or parent to make simple, but meaningful media to accomplish a task for a specific student or group of students.

The Broadway musical "Purlie" has a song with lyrics that says, "The world is coming to a start!" The success that a student might experience because a multi-sensory application worked for him might well say of that media, that because of it,......his "world is coming to a start."

MAKING SLIDES OR PRINTS

The application of photography as a teaching tool will be our first consideration in arriving at some mediated learning experiences for the Home and Family Living Laboratory. Whether the finished product is in the form of slides, requiring a suitable means of projecting or viewing, or the use of prints, will be left to the discretion of the teacher to best fit the situation. This selection may be dependent on the specific learning task as suggested in the Curriculum or may be limited by the availability of equipment.

Most any and all learning situations requiring pictures can be accomplished by a series of stills. However, any sequential process that, by its nature requires motion, should be the product of an 8mm movie or videotape. These areas of production will be handled separately, later.

1. CAMERAS, OUR TOOLS

Most any camera will do as long as the user knows how to use it. Even the most simple "automatic" cameras will give satisfactory results and serve better than a complicated camera that, unless skillfully handled, gives poor results. Know the capabilities of your camera so that you use it to its fullest potential. Just as important is to be aware of its limitations, and don't try to make it do something the manufacturer never intended it to do. The best example of this is the limitation of the use of the flash. The camera instructions, as well as film and flashbulb guides tell you that, for most situations, the flash is limited to from 4 to 10 feet. That is exactly what they mean. Attempting to take flash pictures with the simple camera at distances greater than recommended will give you unusable results. Read the instructional literature that came with your camera, then READ IT AGAIN. It's that important.

II. FOR BETTER PICTURES

There are some basic ideas that will help you make every picture work as the teaching tool you intend it to be.

A. Watch out for distracting backgrounds. Keep the picture as clear of any distracting visual stimuli as possible. Moving in close to your subject is one of the best ways to accomplish this.

B. Have only that which is essential to the picture in the picture. Anything that may distract from the main subject will only complicate the decoding of the stimuli. Another way of saying this is to keep your pictures clear of any ambiguities.

C. Whenever possible, take pictures from a "subjective" view, i.e. the "student's eye view". The student will better relate to the tasks illustrated in the picture when the spatial relationship is identical.

D. The size of many objects can be very confusing. The simple addition of the one thing children relate to best, people, is the sure way of avoiding any misconceptions. Often the whole person is not necessary. A hand or a foot lends sufficient cue to the real size of the object.

E. When everything else has been attended to, these last few hints will assure the best possible picture:

1. Hold the camera level, crooked pictures may be distracting.
2. If you are taking flash, make sure you have a good one in place, ready to go. Keep away from mirrors or windows, anything that might flash back into the camera.
3. Make sure nothing is in front of the lens, particularly your finger or a wrist strap from the camera.
4. Squeeze the shutter. Never jab or jerk quickly to set off the shutter. Simply, hold the camera steady and SQUEEZE.

III. MAKING CLOSEUPS OR COPYING

Many times the exact picture you would like to have is in a book or is in the form of art work you or another teacher has made. There is a way you can make these simply into a slide or print to fit other pictures you have taken. The easiest to use is the Eastman Kodak Ektagraphic Visualmaker. This is a kit that uses an instamatic camera to automatically focus and illuminate pictures, drawings, titles and small objects for perfect slides or prints. Most media support centers have the Visualmaker available and would be happy to help you use it to its great capabilities.

IV. SOME ADDITIONAL HELP

One of the problems that may arise from time to time is not having the right film to produce the format you had intended, slides or prints. It is discouraging to send your film out for processing and to be surprised when it is returned to find slides in place of prints, or prints when you had intended to use slides. Most photo processing services can order prints from your slides, but making slides from your prints may be harder to come by and more expensive than taking the pictures over again. The best idea is to always check before you load your camera. All film is marked "For Slides" or "For Prints".

There are many helpful books and pamphlets available that will give you very pertinent help for almost any picture taking situation that you would ever encounter in making pictures for a learning project. Below are two that you should not be without.

Picture the Fun With Your Kodak Instamatic Camera - Kodak Photo Information Book #AC1. c1970. Price: $1.00

A more complete book but containing everything that is in Picture the Fun With Your Kodak Instamatic Camera is:

How to Make Good Pictures - by the editors of Eastman Kodak Company, #AW1. c1972, 32nd edition. Price: $1.50

MAKING 8mm FILM OR VIDEOTAPE

There are always those special concepts that only motion can portray. Actually, there are many movies and videotapes that may serve a learning situation better if they were presented as a series of stills. However, when the process definitely involves a continuous flow of motion, there is nothing better than an 8mm movie or videotape that can be played back time and time again to protray that concept.

No attempt will be made here to instruct in the use of a specific camera or video system. The similarities to making slides or prints are many as far as the recording of a situation or depicting a learning procedure. It is in identifying these similarities and emphasizing those specific considerations that will make 8mm movie or videotape a viable learning resource for the Home and Family Living Laboratory.

I. FOR BETTER 8mm OR VIDEOTAPE

There are some basic procedures in recording a scene on 8mm film or videotape that will make every scene work as the teaching tool you intend it to be.

A. Watch out for distracting backgrounds. Keep the picture as clear of any distracting visual stimuli as possible. Any extraneous motion will tend to distract and mislead from the exact motion you are trying to depict.

B. Move in close. Both 8mm and video cameras, most generally, have zoom lenses that will, quite easily, permit you to be "right on top" of the procedure. As with stills, always attempt to use the subjective viewing angle. Get down to the children's viewing height(s). This is an important consideration when you are using this media for purposes of student simulation of the learning task you have modeled for him on film or videotape.

C. Keep movement of the camera and zooming to a minimum. Let action happen within the confines of your framing. Pan or move the camera only when it is necessary to keep the action you are covering centered.

D. Take a lot of scenes. That is, particularly with 8mm, take more than you may at first think you need. You can always cut a scene down, or delete those scenes you find redundant. With videotape, always start the equipment several moments before you start the action so you don't miss any important movement while the picture is stabilizing.

II. SOME ADDITIONAL HELP

There is, again as with still photography, much help available in the form of booklets and pamphlets, as well as many good articles over recent years, for the creation of good 8mm movies and videotape. Two that you ought to have are:

How to Make Good Home Movies - by the editors of Eastman Kodak Company. c1966, #AW3. Price: $1.50

Movies With A Purpose - A teacher's guide to planning and producing super 8mm movies for classroom use - Eastman Kodak Company. Available from Eastman Kodak Company A.V. Dealers.

PUTTING MEDIA TO WORK IN YOUR HOME AND FAMILY LIVING LABORATORY

There are very few, if any, learning tasks, as outlined in this Curriculum, that wouldn't lend themselves to mediation, using one of the several modes mentioned. One of the greatest assets that media has to offer the Home and Family Living Laboratory is to bring the "outside world" into the lab. No two lab situations will be identical. Neither will any given lab be an exact duplication of the students' homes. Here is where slides, prints, 8mm or videotape will vastly expand the experiences of the students with a myriad of additional visual stimuli. Every time there is a new set of media prepared, the wealth of resources, always ready to to to work for you, will grow. Some of the mediated units may not be used with every group, as the needs and requirements will always differ. For this very reason, the more mediated units you have to draw on, the more meaning the continually expanding Curriculum will have for the Home and Family Living Laboratory students.

MEDIA PROJECTS WITHIN THE LAB

In addition to the specific guides in the basic production of media, here are a few general suggestions:

1. When mediating a learning task that is something you will use over and over again from one group to another, try not to include faces that will identify past student participants. Using the "subjective view", as previously suggested, is one way to assure this.

2. Contrary to #1, when there is a specific task that a particular student persists in not achieving, helping him perform that task and having a set of sequentially taken pictures will give him a mediated guide to perform that task again. Seeing himself, at a task that he did succeed in, is valuable reinforcement for his continued success at that task.

3. When using videotaped lessons in the lab, the ideal thing would be to use the t.v. set in the living room, family room or wherever it would normally exist. To lesson the distraction of using a tape deck for playback, the t.v. set could be fed from a remote position. This place for playing back the tape could be in an extra room used by the director or secretary to the Lab Project, or possibly, a storeroom in the basement. The running of a coaxial cable and the line for sound would not have to be very long, and could, possibly, be installed permanently at minimal cost and trouble.

4. One of the most effective ways of using slides and 8mm in the Home and Family Living Laboratory would be by a rear screen method.

There are many rear screen setups available, and range in screen size from 8 x 8 inches to 1 x 2 feet. One of the best might well be one you would make yourself from an old t.v. console. After you have gutted the cabinet by removing the entire t.v. set, (leave the speaker) you simply replace the tube by placing rear screen material over the opening. Wiring the speaker to an appropriate plug to fit a tape recorder or sound source on a sound 8 projector gives you excellent reproduction. Slides can be placed in the tray backwards to what you would load for front screen, or slides and 8mm movies could be bounced off of a mirror to correct the image when viewed from the front. A switch on the front of the cabinet that turns on internal outlets, into which the equipment is plugged, would facilitate setting up any given program in the morning before the students come - then, by the flick of a switch, the lesson is ready to do its job. Any media support services available to the Project could assist in the setting up of rear screen viewing stations to fully facilitate using media throughout the lab, each in the most appropriate place the learning task is to be performed. An 8mm used in a rear screen situation would best be effective, for repeated viewing, if it were used in a continuous loop format. The Technicolor 810 projector and cartridge is of this type. To obtain this format there are many film production companies that will load any super 8mm film into the cartridge. Most media centers can, also, perform the task of waxing and loading film into this special cartridge.

MEDIA PROJECTS OUTSIDE THE LAB

Using videotape, 8mm movies, slides and prints for enhancing the field trips of the Home and Family Living Lab may prove to be among the most viable application of media. Following is a brief list of suggestions to help the teacher prepare pre-trip visuals, as well as some hints for picture taking while on the trip.

1. Plan ahead. Make arrangements to visit ahead of time for picture taking, without the students.

2. Learn which, if any, areas will be off-limits for the children, and get permission to take pictures to fill in what they will miss seeing.

3. Be generous in the pictures you take. It is better to take more than you will need, and edit them out, than to wish later for some you missed.

4. When showing pictures before going, always leave out one important scene, so that there will be something new to view when on the field trip.

5. During the actual visit, take pictures of your students looking at the scene. Have them busy, NOT always looking at the camera. When the media is used back in the lab for review and reinforcement, the students will have a feeling they are again "on the scene" and not just looking at pictures of themselves. For the student who may have missed the field trip, he will feel that he is joining the group in viewing the scene or situation.

6. If at all possible, depending upon the students, let them take some of the pictures themselves. This will let you discover which parts of the visit were important to them -----you may be surprised to find the students most impressed by things which you thought to be relatively unimportant.

MORE ABOUT THE STUDENTS USING A CAMERA

There have been several projects designed to explore the possibility of students using cameras as a communicative tool. Under supervision, even the more severely retarded have functioned in a limited way to record a view or put on film feelings and thoughts of a situation that he may, in no other way, communicate to the teacher or fellow students. The use of a Poloroid camera is most successful in many ways. For a student that lives in a world of failures, the instant success of HIS taking a picture can be most rewarding and tremendously reinforcing in many situations.

MEDIA FOR THE PARENTS

Many of the projects that are the basic learning tasks of the Home and Family Living Lab could be duplicated as far as media involvement in each of the respective homes of the students. Where possible, any pictures taken at home that are of the same learning tasks as performed in the lab will make the translation between school and the home situation easier. Any pictures taken at home will certainly have a greater impact because it is at their home. Some of the situations that lend themselves to the parents taking pictures have been suggested in the Mediated Activities.

Generally speaking, any number of pictures that show sequentially the performing of the tasks that are expected within the capability of the student as part of the everyday life, would be a reinforcing communicative tool. Many tasks that have to be repeatedly told can be shown. The desired order of closets and drawers can be pictured, when they are at their best, to be emulated by matching the real thing to the picture. The tasks of dressing, brushing hair or brushing the teeth can be pictured, using the person himself, as the ultimate guide to performing the task with success.

USING MEDIA AS A PRE AND POST TEST

By the very nature of most of the projects that have mediability, it should now be easy to see how a set of slides, a set of prints, a videotape or 8mm movie could be used in an evaluative mode for both pre and post performance of the learning tasks that have been designed.

Any sequential media that can be manipulated by the students, such as prints or slides viewed on a viewer, will give evidence of the degree of comprehension of that task's sequential and basic concepts

Likewise, the degree with which the student can sequence the media, after the learning tasks have been accomplished, will be very obvious evidence and a means of that student's communicating his comprehension.

IN CONCLUSION

Media is a mass communicative device. However, media can be the most personal, precisely individualized means of communication you, the teacher, may ever use with your exceptional student. And, given the chance, your student may discover, to a greater degree than either you or I have ever imagined, a picture or slide, or even a movie HE has taken can say for him something new, something more meaningful than he has ever been able to communicate before.

MEDIATED ACTIVITIES

Unit #1: Living In Your Neighborhood

1. A complete set of pictures to correlate with the vocabulary list, taken in the student's own locale.

2. A set of pictures, first of the school neighborhood, and then home, that show buildings and properties that are shared (public), such as the postoffice, library, stores. A set that shows private ownership and limited public use such as another's home, doctor's and lawyer's offices used only by appointment or invitation.

3. An activity such as mailing a letter represented by a series of pictures showing important landmarks and addresses to get from home to a particular location such as the postoffice.

4. This could be expanded to include pictures of the procedure of buying stamps from a person at a counter window or from a machine, and getting the stamped letter into the correct slot for mailing.

5. Pictures of the people the student contacts throughout the neighborhood and with whom he can relate. Include teachers, mail carrier, grocer, service station attendent, police officer, banker, dentist, very near neighbors, minister, staff and teachers. Most of all, adults, as well as other young people, who they can rely on as a real "friend" would be ideal for pictures.

6. Pictures that demonstrate the following vocabulary words from page 68 in actual application would be very useful as supplemental material: "Keep Off Grass", "No Trespassing", "DANGER", "Beware Of Dog", "Keep Out", "Don't Litter".

7. 8mm films or videotape of service personnel, pages 64 and 66, and neighbors busy, relaxing or entertaining, page 70, could be used on many occasions when, because of time, field trips were not feasible or eliminated for some reason.

Related "Academic" Objectives

visual perception and discrimination
visual sequential memory development

Unit #2: Money And The Consumer

1. A set of pictures of business places and stores as suggested in Learning Activity #2, page 83. Each picture to be of the student's own locale or community.

2. Sections or departments within several stores could be used as a total picture unit for discrimination or used separately as individual sets to correlate with vocabulary lists on pages 94, 96 and 97.

3. Pictures of safe, unsafe and undesirable places the student might put money. These pictures should be of places around the Home Lab that would most likely be found around his house such as, drawers, cookie jar or shelves.

4. There are many activities that involve making change and learning coin equivalents (4 quarters = 1 dollar, etc.). If not found in a game form, could be found in pictures, such as using the Ektagraphic Visualmaker.

Unit #3: Personal Needs Within The Family

Topic A - Personal Grooming

For this topic area media would only serve to supplement realia such as charts. Demonstrations could be videotaped or filmed on 8mm for repetitive use and prints could illustrate chart steps, when applicable.

Topic B - Selection and Care of Clothing

1. Selection of Clothing

   Objectives on pages 132 and 134 could use prints for classification/categorization.

2. Washing Clothes

   Objectives on pages 135 and 138 could most appropriately use 8mm movies or videotapes for supplement to actual demonstration. Learning Activities #1 through #6, pages 135 and 136 could use prints for sequencing steps to accomplish the objective listed.

3. Pressing and Repairs on Clothing

   All objectives would lend themselves to 8 mm movies in film loops. Each objective could be post-tested by sequencing prints.

Topic C - Meal Management

1. Meal Preparation

   Same as Topic B, #3.

2. Shopping Skills

   Most of these objectives, particularly pages 194 and 195, could involve a trip to a store. The suggestions for "Media and the Field Trip" would be most appropriate.

3. Selection of Foodstuffs According to Use and Cost

   Objectives on pages 200 and 202 could use prints for classification/categorization. All three objectives, pages 200, 202 and 204, could use most any media for demonstrating/sequencing.

Unit #4: Interior Home Care And Planning

Topic A - Keeping the Home Clean

All of Topic A could use slides series for: large group introduction to be used prior to actual demonstration, prints for sequencing learning, as well as post-test activity and, if possible, film loops or videotape recordings for those activities that would best be demonstrated, or used for reinforcement, that contain a majority of movement sequencing.

Topic B - Planning the Home

All of Topic B would be treated the same as Topic A for in-lab activities. Each of the seven objectives, pages 242 through 252, deal with drawers, closets, shelves, etc. that are bound to vary in size and configuration in each of the student's home in relation to the identical areas in the Home Lab. This unit, therefore, will be the most appropriate of all for parent-made pictures. Every one of the seven objectives would lend themselves to the taking of pictures of each student's home situation when each area is in its best and most proper arrangement. The pictures could be mounted in appropriate places, such as, on front of drawers, beside or on refrigerator door or beside or on closet doors. A set of prints actually made in another home situation other than the Home Lab would serve as a demonstration of this activity to give encouragement to the parents to produce their own.

After prints are mounted in the appropriate places in an actual home situation, a slide unit or print series would be good to have to use in the Home Lab and with the parents.

Unit #5: Maintaining Your Home

Topic A - Things To Do in The Fall

Slides or prints for sequencing are applicable for objectives on pages 256 through 265. Also, the other three objectives under Topic A, pages 267 through 270. 8mm or videotape recordings are very appropriate for safety demonstrations pertaining to equipment in the objective on page 256. Again, the parent-made prints are useful for the objective on page 265.

Topic B - Maintenance Activities To Do in The Winter

Slides or prints for sequencing are applicable for all objectives, pages 272 through 279.

Topic C - Things To Do in The Spring

Slides or prints for sequencing are applicable for all objectives, pages 280 through 293. 8mm, videotape recordings or picture sequence would all be valuable for the objective on page 281. Many of the vocabulary words in this entire unit could use slides or prints. It is very likely the Home Lab will not always have access to such items as the various types of sprinklers, 2-wheel hauler or wheelbarrow, radiator-valve and air bleeder valve, humidifier, dehumidifier, vaporizer, drain snake cable, paint sprayer and "c" clamp, to name a few.

Topic D - Non-scheduled Maintenance

1. Use of Basic Hand Tools

This is a unit that probably has some mediated unit in the way of 16mm or 8mm sound and/or silent and filmstrips for each of the areas suggested, available from general shop classes. I would suggest investigating available units with the idea of looking at a selected few with the idea of adaptation and supplementing with appropriate media to make it useful for the Home Lab. Each of the five objectives, pages 304 through page 308 could well be served with "hands-on" kits. These could be self-contained units that have the tools involved with expendable material that could easily be replaced, such as, rough wood and sandpaper, nails and screws, etc. Each unit could be housed in a box, such as, a footlocker with prints mounted on the inside of the lid to show (1) proper placement of all non-expendable tools and materials that are to be replaced in the kit, and (2) sequential pictures of proper application and use of the tools or devices. Again, 8mm, videotape recordings or picture sequences would be valuable for all objectives in this unit.

Unit #6: Home Emergencies

Topic A - Home Fires

1. A set of slides or prints should be made of the following two subjects to insure complete covering for items not available to the Home Lab:

   a. Every available type of fire extinguisher and method of activating.
   b. Every kind of "EXIT" sign to be found throughout the community.

2. A movie and a videotape recording of actually breaking a window in the Home Lab for purposes of escaping. (Taking both 8mm and a videotape recording at the same time will assure having at least one good piece of media, and not having to repeat the exercise.) Include cleaning side of window, etc. (objective on page 310, learning activity #4.)

3. Find an outside fire escape ladder or stairs system in the community (school, church or downtown business place) and record on 8mm, slides or prints proper behavior and operation of any moveable segment (the last section having to be lowered to street level) of the escape system.

4. Contingent on the student's family initiating a home fire drill, suggest that the family take prints of all escape routes and exits of the home. The student could bring the pictures to the Home Lab and demonstrate an understanding of his own situation by properly identifying and sequencing pictures.

Topic B - Home Floods

1. Because there is a variety of water meters and primary shut-off valves to be found in a home, a set of prints of these many varieties could be used in the following manner:

   a. Have the student try to identify the kind he thinks he has at home.
   b. Have the parent take a picture of their particular situation.

   The learning activities on page 321, dealing with leaks in the ceiling, etc. would be very hard to come by first hand. Consequently, pictures in the form of prints or slides would be a most viable resource for bringing many of these situations into the Home Lab for the students.

Then, when the student brings the picture he has, he can match his selection with the selection the Home Lab has.

2. An 8mm film showing the sequencing of learning activities, #1 through #4, page 319, is followed up by the student sequencing a set of prints that correspond to the film. The same mediated approach can be used for learning activity #2, page 317.

Topic C - Electrical and Natural Gas Emergencies

1. A set of prints can show the variety of fuse boxes and circuit breakers the student may find in his own home. Prints or slides could also identify the appearance of a fuse or breaker that is in proper working order in contrast to the appearance of a blown fuse or or open breaker.

2. A set of prints showing the various steps of testing and eventual replacing of a burned out light bulb could be used for sequencing before having the student actually performing the task as requested by learning activities #1 and #2, page 323.

3. A collection of prints taken from catologues or photographed by the teacher will identify all possible gas appliances the student might encounter. This will give a basic resource for possible problem areas when a gas leak is detected as covered in learning activities #1 through #5, page 324.

Unit #7: Leisure Time in the Home and Family Living Laboratory

Topic A - Self-oriented Activities

A multi-media unit dealing with the whole subject of purchasing tickets as a means of admittance to a bus, theater or functions, such as swimming, could be done for this topic. The 8mm or videotape recordings could follow the whole sequence of purchase of ticket, determining cost of the ticket, "adult" or "child", etc., and the difference between prices that may exist between getting a locker or basket when going swimming, etc. These variations and alternatives in ticket prices can also be demonstrated by slides or prints (one basic motion-media with variations being done by stills). An important part of this whole unit is the concept of (1) purchase of ticket, (2) giving up ticket to....., (3) receive access to the particular activity or service. This unit would also be the most ideal time to get the student to try taking movies or stills, particularly if the family has equipment (with simple pre-focused, automatic cameras). The whole process of how to use a camera, taking only pictures the student really wants, how to advance the film, etc. and, finally, how to mount prints in a photo album.

Many of the higher achievers will be able to make very comprehensive picture stories of many events. Even the low achievers can feel the pride of a picture that has meaning to them, even though it may mean little to anyone else. It is his very own picture. An excellent activity is to give each student a box, such as a shoe box, with a hole in one end and the other end cut out completely. The student is told to, "take a picture" by setting the box on a table or chair seat aimed at something or area as he looks through it as though he took a picture. He can share his "picture" by letting the other students look into and through his box and he will "look" at the "picture" they took.

In the learning activities for the objective found on page 330, one could include the operation of a cassette tape recorder, both for pre-recorded tape and tapes the student makes.

Topic B - Group-oriented Activities

Many films are available concerning clubs and organizations that could be supplemented by additional pictures (slides or prints) to make them more meaningful and relative to the student's particular community. This would be an opportunity for one of the parents who is to take slides to share with the class. In successive semesters you would probably get a parent from most every group in the community, and could build a complete unit on all community organizations or associations serving the needs of the retarded.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

Topic A - Basic Concepts of Neighborhood Living

The student will demonstrate an understanding of the concept of "neighborhood".

The student will demonstrate an understanding of individual and joint ownership.*

The student will demonstrate an understanding of the rights and responsibilities of a property owner.*

The student will demonstrate understanding of the concept of how the school is isolated from the rest of the neighborhood, and homes are part of the neighborhood.

Topic B - The Home and Family Living Laboratory as part of the Neighborhood

The student will demonstrate a knowledge of the location of the Home and Family Living Laboratory by naming the street that the Home and Family Living Laboratory is on and giving the complete address.

The student will walk around the perimeter of his own home and point to the landmarks which form the boundary on each side of his home.*

The student will recognize the names of the major streets and name the major streets, businesses and other prominent landmarks in the neighborhood of the Home and Family Living Laboratory.

The student will demonstrate knowledge of how to make a good impression on others in the neighborhood.

The student will demonstrate knowledge of where his neighbors live and will be able to recognize and call by name the closest neighbors in his home neighborhood.

The student will tell who performs services in the neighborhood. Briefly describe what each person does.

The student will be friendly and polite to his neighbors and to neighborhood service workers.

* Not for the Lowest Functioning Students

The student will demonstrate respect for the property of his neighbors and other Home and Family Living Laboratory students.

The student will show respect for the privacy of his neighbors and other Home and Family Living Laboratory students.

The student will identify and select those activities that are appropriate in the daytime, but inappropriate at night.

Topic C - From the Home and Family Living Laboratory to the Student's Neighborhood

The student will give the complete street address of his own home.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC A: Basic Concepts of Neighborhood Living

OBJECTIVE: The student will demonstrate an understanding of the concept of "neighborhood".

LEARNING ACTIVITIES

1. Discuss what a neighborhood is - a place where people live and work. Use terms neighbor, property, neighborhood, business, work. Illustrate the meaning of terms by using a scale neighborhood and/or map.

2. Role play a neighborhood situation with students being neighbors owning property. Using masking tape, make tape marks on floor to delineate boundaries, etc.

3. Have each student conduct a tour through the model neighborhood. Each should be able to identify all components by name and function, e.g. people, property, facilities, etc. (optional)

VOCABULARY

neighborhood
neighbor
fence
yard
property
house
business
block
apartment
job
park
fire station
school
sidewalks
driveway
garage

TEACHING AIDS/RESOURCES

scale model neighborhood and/or neighborhood map
volunteer to construct scaled model (architect, architecture student, retired architect, etc.)
picture folder

RELATED "ACADEMIC" OBJECTIVES

spatial relationships/perception of boundaries
communication skill development in verbal and nonverbal communication
vocabulary development

EVALUATIVE CRITERIA

The student will demonstrate understanding of the concept by being able to differentiate, with 70% accuracy, what is and is not a neighborhood when shown pictures, slides, photos, films, etc. of various locales.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC A: Basic Concepts of Neighborhood Living

OBJECTIVE: The student will demonstrate an understanding of individual and joint ownership.*

LEARNING ACTIVITIES

1. Have students bring one or two objects from home which belong to them. They can state that it is their property.

2. Discuss that in a neighborhood people own land which is their property. Also their home and anything else which they must take care of. Illustrate, using scale model neighborhood, to point out property and property lines. Relate this kind of property to the things students now own.

3. Point out that school and the Home and Family Living Laboratory are theirs. They have to care for their own things as well as their joint property (HFLL). Have students practice identifying individually owned items and jointly owned property of the Home and Family Living Laboratory.

VOCABULARY

ownership
own
property
property owner
joint

TEACHING AIDS/RESOURCES

scale model of neighborhood
objects that belong to the students
objects that belong to the Home and Family Living Laboratory
objects that belong to the teacher

RELATED "ACADEMIC" OBJECTIVES

communication skill development (oral)
introduction of awareness of self and things around self
vocabulary development

EVALUATIVE CRITERIA

1. Given an array of items of personal property, student will pick out all his own articles.
2. Student will distinguish between his property and other students' property.
3. Student will identify which items of personal property that may be shared or used.
4. Student will identify joint property within the Home and Family Living Laboratory with 100% accuracy when taken through the building.

*Not for Lowest Functioning Student

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC A: Basic Concepts of Neighborhood Living

OBJECTIVE: The student will demonstrate an understanding of the rights and responsibilities of a property owner.**

LEARNING ACTIVITIES

1. Discuss the fact that you can do whatever you want with the property you own. You can share, but you don't have to. Illustrate by presenting something you, as a teacher who owns some things, are willing to share for use and some things you are not willing for them to use.

2. Discuss the fact that one of the responsibilities of owning property is not leaving your things laying around. Have students think of times someone else has left something laying around in their way. Act out some of these situations in the Home and Family Living Laboratory.

3. Review the relationship between the kind of property the students own now and the kind of property people in the neighborhood own (land, houses, cars, furniture). Discuss the fact that another kind of responsibility comes with owning property is keeping it in good condition. Set up conditions in and around the Home and Family Living Laboratory that are unsafe (broken glass, holes in ground, broken furniture).

VOCABULARY

responsibility
rights
property
safety
hazards

TEACHING AIDS/RESOURCES

props for demonstrating safety hazards
filmstrip, "Safe" - Home and Family Living Laboratory Production

RELATED "ACADEMIC" OBJECTIVES

communication skill development (oral)
visual perceptual skill development

EVALUATIVE CRITERIA

1. The student will relate to the class at least one item of property he owns that he has a right to share. Acceptability of response will be judged on the basis of the instructor's knowledge of the student's property.

2. The student will demonstrate an understanding of responsibility for property by caring for his own property at the Home and Family Living Laboratory (clothes, umbrellas, overshoes, etc.) and by assisting in the care and maintenance of the Home and Family Living Laboratory property when assigned specific tasks.

3. The student will identify safety or health hazards in and around the Home and Family Living Laboratory with 75% accuracy when taken on a tour of the interior and grounds. (To teach and test this competency, the Home and Family Living Laboratory will have to be set up or arranged to have some health or safety hazards which are common around homes, e.g. bits of food on floor or in cabinets, loose tiles or linoleum, slippery throw rugs, protruding nails, broken glass, etc.).

* Not for Lowest Functioning Student
* This topic is Expanded in Unit #5

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC A: Basic Concepts of Neighborhood Living

OBJECTIVE: The student will demonstrate understanding of the concept of how the school is isolated from the rest of the neighborhood, and homes are part of the neighborhood.

LEARNING ACTIVITIES

1. Discuss the fact that when you are in school you are only there part-time and not really part of the neighborhood. The school building itself may be very isolated from rest - no one lives "next door". Illustrate using an addition to the scale model of neighborhood which depicts a school and its grounds.
2. Discuss being in the Home and Family Living Laboratory program and the idea that the students are now part of the neighborhood, too.
3. Have students pretend they are "Mrs. Jones" who lives across the street from school, or "Mr. Smith" who lives on the corner. Have students answer the following questions: "What do you think they are doing right now (working, shopping, fixing up yard, etc.)?" "What do they do in the evening after work?" "Why do they do this?" "Would they do this if they did not feel responsible for the care of their property?"

VOCABULARY

neighborhood
next door
responsible
part of the neighborhood

TEACHING AIDS/RESOURCES

scale model of neighborhood
scale model of a school and grounds
picture folder with home and yard maintenance activities

RELATED "ACADEMIC" OBJECTIVES

communication skill development through oral discussion
experience in creative and rational mental imagery of events which might be occurring in another location

---

EVALUATIVE CRITERIA

Given the components of a scale model neighborhood, the student will, to the satisfaction of the teacher, be able to:

a. construct a neighborhood
b. identify any element or component part of the neighborhood, and then point out what is "next door" to it
c. correctly respond to three questions which ask (with teacher pointing), "Is this part of the neighborhood"?

* Not for Lowest Functioning Student

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the neighborhood

OBJECTIVE: The student will demonstrate a knowledge of the location of the Home and Family Living Laboratory by naming the street that the Home and Family Living Laboratory is on and giving the complete address.

LEARNING ACTIVITIES

1. While on a walk point out street signs and how they work (go same way as street). Find the street sign on the Home and Family Living Laboratory block. Explain to the students the significance of an address number such as 360 Colborne. Point out odd/even concepts.

2. While on a walking field trip point out house numbers. Find the house number on the Home and Family Living Laboratory. Discuss why the need for house numbers (address), and why you need to know your address. Learn by visual and auditory drill the address. Use the word "address" in contexts which typically give both street and number.

VOCABULARY

- address
- street sign
- block
- house number

TEACHING AIDS/RESOURCES

Home and Family Living Laboratory
house numbers
street signs
picture folder with street signs and house numbers.

RELATED "ACADEMIC" OBJECTIVES

number recognition skills
sequential memory for digits
visual and autitory memory skills

EVALUATIVE CRITERIA

1. Student will give the complete street address of the Home and Family Living Laboratory when asked, "What is the address of the "Home and Family Living Laboratory"?

2. Student will give the name of the street the Home and Family Living Laboratory is on when asked, "What street is the "Home and Family Living Laboratory on"?

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the neighborhood

OBJECTIVE: The student will walk around the perimeter of his own home and point to the landmarks which form the boundary on each side of his home.*

LEARNING ACTIVITIES

1. Take students into the yard of the Home and Family Living Laboratory. Go to the edges of the property and walk completely around the perimeter. Talk about property boundaries and point out all the things which serve as boundary markers such as: bushes, trees, alley, fences, driveway,sidewalks, etc.

2. Stress the fact that this property is property that "the family" is responsible for, whether through ownership or rental.

3. Have students draw a map or picture of their property. For those who have cameras, taking photographs of their houses (apartments) and the landmarks which help show the boundaries would be appropriate. (Optional)

VOCABULARY

yard
property
sidewalk
landmarks
front
alley
back
side
driveway
bushes
hedges
boundary-markers
boundary
fences

TEACHING AIDS/RESOURCES

drawing materials
camera
film
parents, relatives or friends
Take Home Activity

RELATED "ACADEMIC" OBJECTIVES

concept development on space and boundaries

EVALUATIVE CRITERIA

1. Student will walk around the perimeter of the property without deviating from property lines more than two yards.

* Not for Lowest Functioning Student

2. Take Home Activity will be completed.

3. Student will point out, with 100% accuracy, the boundaries of the property by naming them, or by pointing to them.

   (Evaluation should allow some deviation beyond that allowed when certain boundaries such as shrubs, trees or flower beds prohibit walking on the property line.)

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will recognize the names of the major streets and name the major streets, businesses and other prominent landmarks in the neighborhood of the Home and Family Living Laboratory.

LEARNING ACTIVITIES

1. Take students on a guided tour of areas in the neighborhood of the Home and Family Living Laboratory.
2. Have students generate a list of what is found in the neighborhood such as stores, playgrounds, street names, apartment buildings, etc.
3. Have students identify pictures of neighborhood taken by the teacher.
4. Have students make a bulletin board map in the Home and Family Living Laboratory identifying the major streets, businesses and landmarks in the neighborhood. Have students identify boundary landmarks such as railroad crossings, etc. on the map.
5. Have students make simulated model of landmarks found in the Home and Family Living Laboratory neighborhood, or point to pictures of landmarks.
6. Have students practice identifying streets, businesses and landmarks in the scale model of the Home and Family Living Laboratory neighborhood.

VOCABULARY

name of major streets, businesses and landmarks

TEACHING AIDS/RESOURCES

camera
bulletin board
scale model of neighborhood
set of neighborhood street name cards
materials for student construction of simulated model
picture folder of snapshots of the neighborhood businesses

RELATED "ACADEMIC" OBJECTIVES

functional word recognition
mobility skill development

EVALUATIVE CRITERIA

1. Given a series of cards bearing the names of streets in the Home and Family Living Laboratory neighborhood, the student will recognize and relate the name of each with 100% accuracy.
2. When asked to name the main streets in the Home and Family Living Laboratory neighborhood, the student will do so with 75% accuracy.
3. When asked to name the main businesses in the Home and Family Living Laboratory, the student will do so with 75% accuracy.

* Not for the Lowest Functioning Student

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will demonstrate knowledge of how to make a good impression on others in the neighborhood.

LEARNING ACTIVITIES

1. Have students role play in introducing him/herself to other students. Stress simple conversation and friendly greetings.
2. Have students view a video tape of teachers, aides or volunteers role playing negative and positive behaviors and discuss them.
3. Have students meet their neighbors with the Home and Family Living Laboratory instructor and families. If possible, plan an open house for families around the Home and Family Living Laboratory including the neighbors.

VOCABULARY

first
handshake
conversation
friendly

TEACHING AIDS/RESOURCES

neighbors
other students
people serving community
video tape recorder and video tape

RELATED "ACADEMIC" OBJECTIVES

communication skill development
personal and social confidence development

EVALUATIVE CRITERIA

1. Student will identify acceptable behaviors when observing video tape role playing scenes with 80% accuracy.
2. Student will introduce him/herself to a neighbor and carry on simple conversation with him/her, either in a role playing situation or a real situation.
3. Student will show visitor (neighbor or family) some item in the Home and Family Living Laboratory or tour him/her around the house.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will demonstrate knowledge of where his neighbors live and will be able to recognize and call by name the closest neighbors in his home neighborhood.

LEARNING ACTIVITY

1. Review why one needs to know his neighbors, who they are, what they can do for you, what you can do for them.
2. Take pictures of neighbors and work at recognizing faces and associating names.
3. Draw a map showing where in relation to his home (apartment) his neighbors live (next door, across the street, down the block, etc.).

VOCABULARY

neighbor

TEACHING AIDS/RESOURCES

neighbors
camera and film
drawing materials
take home activity

RELATED "ACADEMIC" OBJECTIVES

oral communication skills in social situations
appropriate social behaviors in meeting new people

EVALUATIVE CRITERIA

Students will recognize and identify neighbors by name and describe where they live with 100% accuracy. (Identification can be demonstrated by identifying photographs or the neighbors themselves.)

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will tell who performs services in the neighborhood. Briefly describe what each person does.

LEARNING ACTIVITIES

1. Discuss services the house needs and who helps perform those needs.
2. Practice identifying all people that provide door-to-door services by name of occupation (paper, mail, garbage, trash, sales).
3. Have students watch activities of workers, such as: garbage collector and mail carrier.
4. Have as many service personnel as possible talk to the group about what they do.
5. Role play situations in which students assume roles of the different workers.

VOCABULARY

work
service
mail carrier
sales person
garbage collector

trash
garbage
mail
sales items
paper carrier

TEACHING AIDS/RESOURCES

service personnel
picture folder with pictures of each type of service worker

RELATED "ACADEMIC" OBJECTIVES

recognition and identification of service jobs
understanding of value of service jobs

EVALUATIVE CRITERIA

1. Students will name, with 75% accuracy, the service personnel in the neighborhood.

2. Students will role play service personnel performing any typical task of their job.

3. Students will match the work activities to service personnel by describing what each does or by responding to questions regarding roles of service personnel when shown a set of photographs, e.g. "Which one delivers our mail?" "Which one delivers our newspaper?", etc. Accuracy of response should be set according to performance level goals of each student, but probably should not be below 70% in any case.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will be friendly and polite to his neighbors and to neighborhood service workers.

LEARNING ACTIVITIES

1. Have students view a film and discuss various friendly and helpful gestures in the community.
2. Students can take field trips in the neighborhood to see some of the helpful things he can do such as helping with carrying items such as groceries. Seek out a service possibility in the neighborhood.
3. Discuss the proper manner in which to greet each neighborhood service worker.
4. Have students interact with people serving the Home and Family Living Laboratory.

VOCABULARY

friendly
neighbors
neighborhood
manners
polite

TEACHING AIDS/RESOURCES

people in the neighborhood needing small tasks done for them

RELATED "ACADEMIC" OBJECTIVES

communication skill development (oral)

EVALUATIVE CRITERIA

1. Student will name at least two tasks that he can perform to help other people.
2. Student will perform at least one task to help other neighbors.

3. Student will carry on short friendly conversation with neighbors in an actual or role playing situation.

4. Student will demonstrate common courtesy practices with people serving the Home and Family Living Laboratory through role playing or real situations.

Note: If situations for interaction are arranged with neighbors or Home and Family Living Laboratory service personnel, they should assist in evaluating student performance.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will demonstrate respect for the property of his neighbors and other Home and Family Living Laboratory students.

LEARNING ACTIVITIES

1. Begin by discussing their responsibility of neighbors for one another, e.g. keeping property clean, staying on sidewalks, alleys. Discuss boundaries such as fences, "keeping off grass" signs, etc.

2. Have students point out boundaries, etc. (things discussed) for neighbors' property, not only home areas, but business areas.

3. Discuss the fact that toys such as wagons, bikes, trikes, baseballs, bats, etc. are not theirs, and must leave them alone because it is not their property.

4. Discuss the fact that they must not use other students belongings without asking first.

VOCABULARY

keep off grass
no trespassing
expansion on "neighbor"
door to door
danger
beware of dog
responsibility
day sleeper
keep out
solicitor
litter

TEACHING AIDS/RESOURCES

signs to use in group discussions and evaluation

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

1. The student will read orally and define with 70% accuracy the following signs:

"keep off the grass"
"keep out"
"no trespassing"
"no littering"
"beware of dog"
"no soliciting" (solicitors)

2. The student will relate to the class at least one example of property in the neighborhood that he does not have the right to use without permission.

3. The student will relate to the class at least one item of property of a fellow student or instructor at the Home and Family Living Laboratory that he does not have the right to use without permission.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will show respect for the privacy of his neighbors and other Home and Family Living Laboratory students.

LEARNING ACTIVITIES

1. Discuss concept of privacy and have students state times they would not want to be disturbed. Discuss how people, when working on their property, do not want to be disturbed, e.g. Mr. Jones working in his garden, grocer taking care of shelves, etc. A simple "Hi" is appropriate, but wait until their work is completed, so as not to interrupt their activity.
2. Discuss that when one is relaxing or entertaining, this is time alone for this neighbor, and we do not interrupt them at this time.
3. Discuss the inappropriateness of looking through neighbors' windows, going into neighbors' houses without knocking, etc.
4. Role play right and wrong behavior for each of above situations.
5. Complete appropriate sections of Social Perceptual Training Curriculum Unit.
6. If possible, find real situations in neighborhood and Home and Family Living Laboratory, and discuss the appropriate behavior when you come upon Mr. Jones actually working in his garden and another student upset about something.

VOCABULARY

privacy
respect
peek
interrupt
relax

TEACHING AIDS/RESOURCES

picture folder of:
- busy neighbors
- busy students
- relaxing neighbors
- entertaining neighbors

RELATED "ACADEMIC" OBJECTIVES

social perception skill development

EVALUATIVE CRITERIA

1. The student will name at least two ways of showing respect for the privacy of neighbors and two ways of showing respect for the privacy of his fellow students.

2. The student will recognize appropriate and inappropriate behaviors being demonstrated in video taped role playing situations or in pictures (or slides) with 70% accuracy.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC B: The Home and Family Living Laboratory as part of the Neighborhood

OBJECTIVE: The student will identify and select those activities that are appropriate in the daytime, but inappropriate at night.

LEARNING ACTIVITIES

1. Discuss what activities are appropriate for the various periods of the day. Have students think of activities they like to do, and decide when would be the best time to do them.
    a. daytime - during early morning quiet activities such as: sleeping, working in and around the house.
    b. afternoon - appropriate for noisier activities such as: building, mowing grass, use of electric tools, loud games, play radios, start up motorcycle, etc.
    c. evening - often relaxing time, quiet games, badminton, volley ball, etc.
    d. night - sleep
2. Discuss that the time to interact with neighbors depends on their sleeping patterns. Find out sleeping patterns of neighbors, and have students state when would be best time to talk with them.
3. Discuss the fact that use of business establishments is restricted to business hours. Some stores are open at night, and some are not. Find out what neighborhood businesses are open at night and which are not.
4. Have students tell about times they have been bothered by noise from their family or neighbors.

VOCABULARY

morning
afternoon
night
daytime
business hours

TEACHING AIDS/RESOURCES

neighborhood
sign, "day sleeper"
picture folder, noisy activities and quiet activities

RELATED "ACADEMIC" OBJECTIVES

awareness of time, in general
awareness of quiet times
awareness of quiet games and activities

EVALUATIVE CRITERIA

1. Student will state at least three appropriate daytime and nighttime behaviors, and explain why they are appropriate for that time.

2. Student will identify at least three appropriate daytime and nighttime behaviors in pictures, photos, role playing or video tapes by discriminating and pointing out whether the behaviors being viewed are appropriate or inappropriate.

UNIT #1: LIVING IN YOUR NEIGHBORHOOD

TOPIC C: From the Home and Family Living Laboratory to the Student's Neighborhood

OBJECTIVE: The student will give the complete street address of his own home.

LEARNING ACTIVITIES

1. Discuss the fact that the student's neighborhood is a lot like that of the Home and Family Living Laboratory. (Optional - take him/her to his/her own address)
2. Review the location of the street signs in the Home and Family Living Laboratory block. Have the student find the street sign on his block.
3. Student and teacher will work with remembering address through practicing with the group, tape recorder, etc. (Optional)
4. While walking through the neighborhood, point out house numbers. Review the need for house numbers, and why you need to know your address. Discuss the fact that the Home and Family Living Laboratory has a house number, and have the student find the number on his house.

VOCABULARY

address
street sign
block
house number

TEACHING AIDS/RESOURCES

tape recorder
Take Home Activity
car or bus for transfer to child's neighborhood

RELATED "ACADEMIC" OBJECTIVES

students recognize own address
sight vocabulary development on street names
auditory and visual sequential memory development

EVALUATIVE CRITERIA

1. Student will state his complete street address when asked, "Where do you live?"
2. Take Home Activity sheet will be sent and returned with tasks marked accomplished.

UNIT #2: MONEY AND THE CONSUMER

Topic A - Money Management

The student will demonstrate an understanding of the concepts of "needs" vs. "wants" and that one person must take care of "needs" before "wants".*

The student will demonstrate a knowledge of the services provided to the home which must be paid for, the reason for paying for services, and the consequences of not paying for them.*

The student will identify the standard (typical) costs or expenses often incurred by him and his family.*

The student will identify a feasible goal toward which he wants to save money, and will demonstrate an ability to save toward his goal.

The student will identify safe or "good" places within the home to store or safely keep money.

Topic B - Consumer Education

The student will identify the major types of stores in the neighborhood, (drug stores, shoe repair shop, hardware stores, grocery stores, etc.).

The student will locate where to pay for purchases in any store.

The student will locate the price tag on an item and state how much the item costs.*

Given a set amount of money and a designated item to buy, the student will locate the item in a store and purchase it.

The student will demonstrate an understanding of the fact that when buying most items, an additional charge will be added to the price marked on the item (sales tax).*

The student will check to determine whether he has been given the correct change back after making a purchase, (less advanced students will identify an appropriate person who would be able to check the change they have received after making a purchase).*

The student will respond to door-to-door salesmen by not making a purchase.*

* Not for the Lowest Functioning Students

81

The student will demonstrate appropriate shopping behaviors in a grocery store.

Within a given grocery store student will locate the general area in which to look for any given item.

The Student will choose to shop at larger stores as they are usually cheaper than smaller stores.*

The student will demonstrate appropriate behaviors while shopping for and trying on clothes.

Given a needed item of clothing, the student will identify the section of the store selling that particular item.

The student will identify some different types of stores where clothing can be purchased and some advantages and disadvantages of each.*

---

* Not for the Lowest Functioning Students

UNIT #2: MONEY AND THE CONSUMER

TOPIC A: Money Management

OBJECTIVE: The student will demonstrate an understanding of the concepts of "needs" vs. "wants" and that one person must take care of "needs" before "wants".*

LEARNING ACTIVITIES

1. Discuss the needs the students now have that either their parents or they pay for (clothes, food, transportation). Cut out or draw pictures of these needs.

2. Role play or imagine a situation, without any home, without any clothes, without any food, without any money to get to work. Make up an imaginative story.

3. Have students ask their parents the needs they have to pay for (housing, food, clothes, transportation, taxes, utilities, etc.). Discuss with the class what they found out and list. Cut out pictures for the needs identified. If at all possible, try to forecast each student's future living situation and the needs he will have to pay for.

VOCABULARY

budget
necessary
necessities
need
want

TEACHING AIDS/RESOURCES

magazines
art materials
Home and Family Living Laboratory Filmstrip, "Needs"? or "Wants"?
picture folder to illustrate things students "need" or "want"

RELATED "ACADEMIC" OBJECTIVES

concept development of budgeting (money, time, energy, materials, etc.)

---

* Not for the Lowest Functioning Student

EVALUATIVE CRITERIA

1. Given a set of ten pictures illustrating necessities and wants, student will identify those things that are needs, and those that are wants with 80% accuracy.

2. The student will orally state which of these items (among the pictures) must be taken care of first.

3. The student will orally state (or write) at least five needs he will have to pay for as an adult.

UNIT #2: MONEY AND THE CONSUMER

TOPIC A: Money Management

OBJECTIVE: The student will demonstrate a knowledge of the services provided to the home which must be paid for, the reason for paying for services, and the consequences of not paying for them.*

LEARNING ACTIVITIES

1. Guide a tour around the Home and Family Living Laboratory pointing out the services available, e.g. water, electricity, telephone and gas.
2. For a part of the day, turn off one or more of these utilities. Try to carry on regular activities. Discuss the things they were not able to do. Discuss what it would be like living without water, electricity, light and/or heat, or without telephone or gas (heat).

VOCABULARY

bill
electric

telephone
gas

TEACHING AIDS/RESOURCES

examples of bills
examples of water, telephone, gas and electricity bills

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

1. Student will name utilities in the Home and Family Living Laboratory for which the home is billed.
2. Student will state at least one reason for having to pay for utilities.
3. Student will state at least one consequence of not paying utility bills.

* Not for Lowest Functioning Student

UNIT #2: MONEY AND THE CONSUMER

TOPIC A: Money Management

OBJECTIVE: The student will identify the standard (typical) costs or expenses often incurred by him and his family.*

LEARNING ACTIVITIES

1. Review the things which were determined as necessary and things identified by students as common wants.

2. Discuss things which come up during the week which cost money, and identify the standard price of each.

    - when you washed clothes last week, what did you need?
    - if you need a ride home from somewhere, and need to make a telephone call, what do you need?
    - if you go bowling---------?
    - if you go swimming---------?
    - if you take the bus somewhere--------?
    - if you mail a letter---------?

3. Discuss the prices of things identified as necessities. Further discuss where you will get the money for this. Stress the fact that it will have to come from the extra money left over after you have already paid for necessities.

4. Do a bulletin board culminating this budget section. Use the collage of necessities for first part. Then, add to it the things which count as extras. Find pictures of some things the students want and the recreational activities in which they engage in. Attach a price to them and to the necessities.

VOCABULARY

necessities

TEACHING AIDS/RESOURCES

Home and Family Living Laboratory filmstrip, "Need"? or "Want"?
art materials and/or magazines for bulletin board collage

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

Student will state price of common expenses such as: stamps, telephone, movie, bowling, bus, etc.

* Not for the Lowest Functioning Student

UNIT #2: MONEY AND THE CONSUMER

TOPIC A: Money Management

OBJECTIVE: The student will identify a feasible goal toward which he wants to save money, and will demonstrate an ability to save toward his goal.

LEARNING ACTIVITIES

1. Have the students decide what they want to save money for. Teacher could suggest activities such as, going to the fair, going to dinner, etc. This gives reason if students don't have one. Begin each student saving. Ask parents to put each student on an allowance, if possible. Discuss with the students how much they will need to save out of their allowances each week. Have each student place his money each week in an envelope or container, noting how much he has in this container each week. Store this money in the places identified in the previous objective.

2. Discuss the idea of a savings account for saving larger amounts of money. Visit a bank and have a bank employee talk about opening savings accounts. If possible, open a savings account for each student and stress the fact that once they start work, they might want to add to this.

3. Ask a volunteer to be a student's money advisor and accompany him to the bank in his own neighborhood. (Optional)

VOCABULARY

save

TEACHING AIDS/RESOURCES

money containers for each student's savings

RELATED "ACADEMIC" OBJECTIVE

concept of save
need to save

EVALUATIVE CRITERIA

Student will orally state a goal toward which he is saving and saves some money needed to attain this goal.

UNIT #2: MONEY AND CONSUMER

TOPIC A: Money Management

OBJECTIVE: The student will identify safe or "good" places within the home to store or safely keep money.

LEARNING ACTIVITIES

1. Present a story situation. Let's say that Tim wants a bike. How will he get the money? Elicit: "save from his extra money each week". But, it will take him many weeks to save enough. Where are some places he could keep it in the Home and Family Living Laboratory? Elicit answers such as: "in his bank if he has one, in a box or envelope in his drawer or closet, on a closet shelf," etc.

2. Discuss and identify areas in the home that would not be safe places to keep money, e.g. areas close to stoves and furnaces, water pipes, drain, etc.

VOCABULARY

save
safe place

TEACHING AIDS/RESOURCES

examples of places to keep money
containers for students (to encourage saving)
pictures of places or objects in the home
picture folder

RELATED "ACADEMIC" OBJECTIVES

concept development on saving and security of possessions

EVALUATIVE CRITERIA

1. Student will state where he will put any money he wishes to save, e.g. "in a box in my closet".

2. Given a series of pictures or drawings that include some places that would be considered safe or unsafe for keeping money, the student will identify, with 80% accuracy, those places which would be safe.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will identify the major types of stores in the neighborhood, (drug stores, shoe repair shop, hardware stores, grocery stores, etc.).

LEARNING ACTIVITIES

1. Take student on exploration of neighborhood pointing out the various local stores. Go into stores and question students of merchandise available to buy.

2. Present slides of stores taken on neighborhood exploration trip. Ask students "what kind of store is this, what did you see in this store"?

3. Lead student through home to find various articles (toothpaste, rug, furniture, hammer, dishcloth, etc.), and have student tell where items have been purchased.

4. List different local stores and then hold up articles and different items. Pupils "compete" to give correct type of store or department where purchased.

5. Student, with aid of teacher, determines a needed purchase from home. Student determines correct store for purchase. On field trip student correctly identifies store.

6. Discuss "bargain" stores, resale shops, Goodwill, etc. Visit one or more of these on a field trip.

VOCABULARY

appliance store
dime store
drug store
department store
grocery store
hardware store
discount store

TEACHING AIDS/RESOURCES

slides/projector
examples of articles from various types of stores
Home and Family Living Laboratory filmstrip, "Stores"
Home and Family Living Laboratory filmstrip, "Bargain Stores"

RELATED "ACADEMIC" OBJECTIVE

concept development on classifications (sofa/furniture store, hammer/hardware store, food/grocery store, etc.)

EVALUATIVE CRITERIA

1. Student will orally state at least three things that might be found in each of the following stores: grocery store, drug store, department store and appliance store.
2. Student will take observer to correct store to make a purchase.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will locate where to pay for purchase items in any store.

LEARNING ACTIVITIES

1. Show students pictures of the interiors of several different stores (neighborhood stores, if possible). Students discuss the check out counter and its appearance, with teacher stressing the cash register as the clue to use when looking for where to pay for a purchase. Discuss the fact that in most stores there is one set of check out stands by the exit, but in some stores (department), you pay close to where you buy the item.

2. Discuss with students what they would do if they could not find the check out counter. Of all the alternatives offered (putting item back, etc.), stress that the best thing to do would be to ask a clerk. Discuss how you would know someone is a clerk. Role play asking a clerk for such information, stressing the proper manner of addressing the clerk, asking the questions and thanking him/her for the help.

VOCABULARY

cashier
clerk
check out counter
cash register

TEACHING AIDS/RESOURCES

Home and Family Living Laboratory filmstrip, "Stores"
projector

RELATED "ACADEMIC OBJECTIVE

skill development on following verbal directions

EVALUATIVE CRITERIA

Student will find check out counter in any store independently or after properly asking a clerk for directions.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will locate the price tag on an item and state how much the item costs.*

LEARNING ACTIVITIES

1. Assemble various types of price tags (grocery items, clothing items, etc.). Have students find the price tag and state the cost of the item. Before a field trip to a clothing or grocery store, discuss with the students how you will find out how much an item costs.

2. Take field trips to the various types of stores in the community (grocery, discount, department, drug, etc.) and point out different types of price tags. As you go down the aisles, have students themselves find the price tags on various articles.

VOCABULARY

cost
price
price tag

TEACHING AIDS/RESOURCES

grocery and drug items marked with prices
price tags from clothes and other common items
picture folder of common items with prices

RELATED "ACADEMIC" OBJECTIVES

concept and skill development on recognizing numbers, dollar sign, cent sign and decimal point

---

EVALUATIVE CRITERIA

Given any object marked with a price, the student will find the price tag on this object and state the price of the object in dollars and cents.

* Not for Lowest Functioning Student

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: Given a set amount of money and a designated item to buy, the student will locate the item in a store and purchase it.

LEARNING ACTIVITIES

1. Student selects items from home, reads stamped price (39¢, 57¢, etc.) and is asked to tell what money (coins, bills) he would use to pay for it. Give the student a handful of change and/or bills and ask him to count out the amount needed.

2. Student shops for a needed article at a mock-up store. He (1) identifies how much he has to spend, (2) identifies item he can afford, (3) pays for item at cash register, (4) receives change and checks it. If unable to determine change, student will show how one can ask someone to check it.

VOCABULARY

price
change
check (for correct change)

TEACHING AIDS/RESOURCES

Money Makes Sense, Money Measurement & Time
Money Trainer

RELATED "ACADEMIC" OBJECTIVES

concept development of money and its value
concept development on judging quantity - more/less

EVALUATIVE CRITERIA

1. Given an item to buy, the student will locate that item in a store within five minutes and identify it as the one he is to buy.

2. Student will count how much money he has to spend.

3. Student will give the price of the different sizes and/or quantities of the article he is to buy.

4. Student will identify the size and/or quantity of the items he can afford.

5. Student will locate the check out counter and pay for the item at the register.

6. Student will determine the amount of change he should receive or ask someone to check it for him.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will demonstrate an understanding of the fact that when buying most items, an additional charge will be added to the price marked on the item (sales tax).*

LEARNING ACTIVITIES

1. On one of the field trips to a grocery or department store, buy one item. Have one of the students read the price marked on the item and another student read the amount you paid for it. Ask the students if there is a difference. Point out to them that what you pay for an item will always be a little more than the price marked on the items.

2. On a field trip to the store ask the student to buy a certain item. Have him tell you the price marked and then how much he thinks he'll have to actually pay for it. Give him that much and have him pay the cashier. See how much money he has left and discuss.

VOCABULARY

sales tax
taxes

TEACHING AIDS/RESOURCES

money unit from Money, Measurement & Time

RELATED "ACADEMIC" OBJECTIVE

awareness of more/less

EVALUATIVE CRITERIA

1. In a simulated problem situation (or role playing), the student will determine what the total cost of an item would be by asking the clerk, "How much is this with tax?"

2. When presented with three price marked items sold at a store, the student will relate that the price marked does not include the tax when asked, "Is this the price I have to pay the cashier?"

* Not for the Lowest Functioning Student

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will check to determine whether he has been given the correct change back after making a purchase, (less advanced students will identify an appropriate person who would be able to check the change they have received after making a purchase).*

LEARNING ACTIVITIES

1. Lead discussion pointing out that if you give the clerk more money than the cost of the object, get money back, collect change.
2. Give student $1.00. Have him/her read price from an article, 37¢, 89¢ etc., and then estimate whether or not he will need change from his $1.00. If yes, then how much? For those unable to estimate, help them identify a person they could ask to check their change.
3. Student independently purchases an item and checks change or asks appropriate person to check it for him.

VOCABULARY

purchase	price	check (change)
change	cost	

TEACHING AIDS/RESOURCES

coins
Money, Measurement & Time
Money Trainer

RELATED "ACADEMIC" OBJECTIVES

skill development in rational counting by 1's and 5's to 100
skill development in number recognition through 100
coin recognition for all coins (nickel, dime, quarter and half-dollar)
concept development of more/less in numerical values

EVALUATIVE CRITERIA

1. Given coins and the price of an object, student will orally respond whether or not he should receive change.
2. Student will independently buy an object with coins greater than the cost of the object, and correctly check his change or ask someone to check it for him.

* Not for the Lowest Functioning Students

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will respond to door-to-door salesmen by not making a purchase.*

LEARNING ACTIVITIES

1. Discuss stores and clerks, salespeople and their job. (Help in selection, payment of item, placing item in bag, etc.) Ask if any students have had salespeople come to their home, what were they selling? Discuss (teacher bring out the interruption on your time, money factors, unneeded purchases, etc., dollars add up).

2. Teacher (salesman) and students role play situation. Praise those students who say "No, thank you", and close door. Emphasize student should not allow salesman in. Bring up pitch of free sample if you sign up. Again, praise students for polite, but firm negative answers.

VOCABULARY

peddlers
purchase
easy terms
salesman
money down

TEACHING AIDS/RESOURCES

samples of items commonly offered by door-to-door salesmen

RELATED "ACADEMIC" OBJECTIVES

oral communication skills
concept of buying and paying for all things

EVALUATIVE CRITERIA

When approached by door-to-door salesman in a role playing situation, the student politely, but firmly, refuses to purchase items from him.

* Not for the Lowest Functioning Student

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will demonstrate appropriate shopping behaviors in a grocery store.

LEARNING ACTIVITIES

1. Discuss courtesy in a store. Have students tell what a courteous shopper does when handling a cart, selecting food, waiting in line, leaving foods unopened until paid for.

2. In the grocery store demonstrate how to take items from shelves and put them in the cart. Stress placement of soft items on top, etc. Have students practice this, and also removing items for check out.

3. Have students handle shopping cart, taking items off shelf. Make note of their shopping techniques. Note placement of articles in cart, and removal of articles for check out (if necessary). Discuss with them as they are doing things.

VOCABULARY

cart
aisle
shelf
soft
crush
breakable

TEACHING AIDS/RESOURCES

shopping cart
shelves
pictures of grocery items such as canned goods, bread, eggs, etc.

RELATED "ACADEMIC" OBJECTIVES

concept development of heavy/light
concept of stacking
breakable/non-breakable

EVALUATIVE CRITERIA

In a real or simulated grocery store setting.

1. The student will demonstrate courteous shopping behavior.
2. The student will demonstrate proper use of grocery cart (manuevering in aisles, waiting turn in line, etc.)
3. The student will place articles appropriately in carts.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: Within a given grocery store student will locate the general area in which to look for any given item.

LEARNING ACTIVITIES

1. In the Home and Family Living Laboratory discuss the different categories of food (fresh produce, meats, canned goods, paper products, etc.). Have students take actual grocery items in the Home and Family Living Laboratory and tell the name of each category.

2. When visiting the store several times, have students select items from appropriate section. Have students practice asking for directions to correct section.

VOCABULARY

grocery
produce
paper products
cleaning products
frozen foods
dairy products
meat
canned goods

TEACHING AIDS/RESOURCES

grocery items
mock-up of grocery store
folder with magazine pictures showing types of items in groups. (include notions)

RELATED "ACADEMIC" OBJECTIVES

skill development in identifying and categorizing items

EVALUATIVE CRITERIA

1. Student will independently find sections (produce, meat counter, etc.) within a specific grocery store.

2. Given a specific item to find, student will locate the aisle in which to find it.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will choose to shop at larger stores as they are usually cheaper than smaller stores.*

LEARNING ACTIVITIES

1. Discuss varying grocery stores. Students name stores they are familiar with and catagorize small neighborhood and large grocery stores. Have students discuss which store would probably be cheaper.

2. Explore at least two types. Have students look for a specific item and purchase it from the different stores. Compare prices and see which store is less expensive.

VOCABULARY

neighborhood store
chain store
discount store

TEACHING AIDS/RESOURCES

picture folder with names and pictures of items and prices from two or more stores

RELATED "ACADEMIC" OBJECTIVE

concept of more/less, etc.

EVALUATIVE CRITERIA

1. The student will orally identify a small neighborhood store, a larger grocery store and a discount store by name.

2. Given prices on ten items from two different sized stores, the student will compare prices of specific items and tell which store is generally less expensive.

* Not for the Lowest Functioning Student

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will demonstrate appropriate behaviors while shopping for and trying on clothes.

LEARNING ACTIVITIES

1. Discuss why students must care for clothes in the stores. State, "They do not belong to you."

2. Review fitting room procedure as follows:

    1. student will select clothes
    2. find fitting room
    3. show clerk number of articles to be tried on
    4. receive tag for clothes
    5. try on clothes
    6. return tag to clerk and return clothes to hanger.

3. Visit store and have students select items, and correctly follow store procedures.

VOCABULARY

fitting room
clerk
hanger
racks
number tag

TEACHING AIDS/RESOURCES

clothing
hangers

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

The student will correctly follow clothes selection and fitting room procedures in a real or simulated fitting room setting.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: Given a needed item of clothing, the student will identify the section of the store selling that particular item.

LEARNING ACTIVITIES

1. Discuss with students the names of department stores and what can be found in big department stores. Emphasize each department sells certain kinds of articles. Have pupils go through house and find articles that have been bought in a department. Categorize articles according to department as found in department stores. Label: notions, men's wear, ladies' wear, shoes, etc.

2. List articles found in Learning Activity #1 and go to a department store and find the department that sells articles.

3. Show pictures or slides of department store or clothing store sections and items to be found in each.

4. Have students practice asking for location to buy specific items.

VOCABULARY

notions
departments
merchandise

TEACHING AIDS/RESOURCES

pictures or slides of clothing items

RELATED "ACADEMIC" OBJECTIVE

concept development on classification/categorization of items

---

EVALUATIVE CRITERIA

1. The student will categorize at least four clothing items and name the departments where he would find each in a store.

2. The student will find sections of a store where notions, men's wear, women's wear, etc. are found, and can locate at least one specific item in each department.

UNIT #2: MONEY AND THE CONSUMER

TOPIC B: Consumer Education

OBJECTIVE: The student will identify some different types of stores where clothing can be purchased and some advantages and disadvantages of each.*

LEARNING ACTIVITIES

1. Lead discussion about store names and symbols, e.g. Dayton's, Shoppers' City, Target, Salvation Army, Goodwill. Discuss each store such as Dayton's, expensive - Goodwill, inexpensive. Lead practice in thinking about the item wanted and the amount of money to be spent.

2. Have class compare prices on similar items from two or three stores.

3. Visit Goodwill or Salvation Army stores and find the list price of a coat. Teacher reviews findings emphasizing bargain from second-hand store, and leads students to compare bargain with feelings of satisfaction about the item.

4. Go to a rummage or garage sale. Look over items on sale and then discuss in class the advantages and disadvantages of buying clothing there.

VOCABULARY

department store
second-hand store
discount house
Salvation Army
Goodwill
economy
rummage sale
garage sale
thrift

TEACHING AIDS/RESOURCES

symbols of clothing stores
Home and Family Living Laboratory filmstrip, "Stores" and "Bargain Stores"

EVALUATIVE CRITERIA

Given the symbol or printed name of three stores, the student will identify the names of each, the types of items found in each and the general price levels of similar items in each.

* Not for the Lowest Functioning Student

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

Topic A - Personal Grooming

The student will identify times it is necessary to wash hands and demonstrate proper hand washing techniques and habits.

The student will demonstrate proper face washing techniques and habits.

The student will demonstrate proper showering, bathing techniques, safety practices and habits.

The student will state why and how often one should bathe.

The student will state how often one should shave and demonstrate proper shaving techniques and habits.

The student will demonstrate proper care of fingernails and toenails.

The student will change his underwear daily.

The student will state why it is necessary to use deodorants and demonstrate proper methods and habits of use.

The student will demonstrate proper hair washing methods and habits.

The student will demonstrate the proper method of brushing or combing hair.

The student will demonstrate the ability to properly clean his comb and/or brush and maintain cleanliness.

The student will state how often he should brush his teeth and demonstrate proper methods and habits of brushing teeth.

The student will state how often one should receive a dental examination and the procedure for getting such an examination.*

Topic B - Selection and Care of Clothes

The student will demonstrate the selection and wearing of appropriate clothing based on weather conditions.

The student will demonstrate the selection and wearing of appropriate clothing for a given occasion.

* Not for the Lowest Functioning Students

The student will demonstrate appropriately cleaning clothes in an automatic washer.

The student will demonstrate selecting and appropriately cleaning those articles requiring hand washing.

The student will demonstrate appropriately drying clothes on a clothes line or in a clothes dryer.

The student will demonstrate selection and properly deliver clothes that must be dry cleaned.*

The student will set up the iron and ironing board for use, set iron temperature appropriately and safely, and put everything away when finished.*

The student will iron simple articles of clothing.*

The student will demonstrate sewing on buttons.

The student will make "quicky" emergency repairs to clothing.*

The student will repair a torn hem.*

The student will correctly repair a torn seam by hand or by machine.*

The student will correctly patch a garment by hand, with an iron-on patch, or on a machine.*

The student will shine shoes.

The student will thread a sewing machine.*

Topic C - Meal Management

The student will plan, prepare and serve a breakfast using prepared foods.

The student will plan, prepare and serve a lunch or dinner using prepared foods.

The student will plan, prepare and serve a breakfast using partially prepared foods.

The student will plan and prepare a lunch using partially prepared foods.

* Not for the Lowest Functioning Students.

The student will plan, prepare and serve a breakfast made up of foods that are completely home prepared.*

The student will plan, prepare and serve a lunch or dinner using foods that are completely home prepared.*

The student will use good manners when serving and eating a meal.

The student will clean the food preparation area following preparation of a meal.

The student will set the table for the number of people being served and for the type of service being used.

The student will operate small electrical appliances used in the kitchen.

The student will plan meals that meet adequate nutritional standards by using the four Basic Foods Groups.

The student will select foods that require a minimum of preparation skills.

The student will plan meals that are attractive, varied in color, texture, temperature and low in cost.

The student will serve a meal that looks appetizing and has all the component foods ready at the serving time.*

The student will check supplies on hand and make a grocery list for needed items.*

The student will take a shopping list to the store and select the items on the list.

The student will recognize condition of foodstuffs and make selections according to use and cost.*

The student will prepare foodstuffs for storage and properly store them.

The student will judge the correct amount of foodstuffs required to serve a given number of people.*

The student will select foods for, prepare and pack a lunch that can be taken for school, work or a picnic.

* Not for the Lowest Functioning Students

The student will recognize snack foods, select and prepare at least three different types.

The student will prepare foods using an outdoor grill.*

---

* Not for the Lowest Functioning Students

UNIT #2: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will identify times it is necessary to wash hands and demonstrate proper hand washing techniques and habits.

LEARNING ACTIVITIES

1. Experiment with peeling a potato with washed hands, and then with unwashed hands. Seal each in a separate closed container. Observe and discuss germs, etc.

2. Experiment and have two students perform hand washing; one using warm water and soap, and one using cold water and no soap. Student should first rub hands in dirt provided. Discuss results of experiment.

3. Demonstrate correct way to wash hands. Have students practice washing hands, and check them with the attached Task Analysis sheet.

4. Stress the importance of repeated washing of hands throughout the day, e.g. before meals, after using the bathroom, visibly dirty, etc. Throughout the week stop students after various activities and ask the class if the person should have washed his/her hands.

5. Have students view film/filmstrips on hand washing.

VOCABULARY

germs
soap

TEACHING AIDS/RESOURCES

soap and water	potatoes
sink	potato peeler
towels	dirt
nail brush	Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

RELATED "ACADEMIC" OBJECTIVES

concept development of cleanliness as a daily routine

EVALUATIVE CRITERIA

1. The Student will identify times when it is necessary to wash hands, with 80% accuracy, when given a list of times when hands may be washed

2. The Student will independently wash his hands, completing at least ten steps on the Task Analysis.

3. During any given time period, the students' hands must be rated as "clean" by the teacher for 80% of the random checks made. (exception: when student is engaging in dirty or messy work)

NAME ____________________

DATE ____________________

UNIT #3. Personal Needs Within The Family

TASK Washing Hands

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for hand washing					
Turns on faucets					
Adjusts water temperature to warm					
Puts hands under faucet to dampen					
Uses bar or liquid soap and soaps up hands thoroughly					
Rubs hands together to scrub					
Rinses hands under faucet					
Rinses bar of soap and puts in receptacle					
Rinses sink					
Turns faucets off					
Dries hands thoroughly with towel					
Puts towel back on rack, or if paper towel, throws in waste basket					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: Student will demonstrate proper face washing techniques and habits.

LEARNING ACTIVITIES

1. Discuss the need for cleanliness, especially during the teenage years. Briefly discuss the causes of acne and oily skin, and the fact that washing prevents serious infections. Show film or filmstrip on face care.
2. Demonstrate correct way to wash face and stress importance of establishing daily routine for washing face twice a day. Have student practice washing his face. Make sure that he follows the steps on the check list.
3. Point out that each person should have his own towel and washcloth, and that these should be washed at least weekly. Discuss why.

VOCABULARY

towel
wash cloth
soap
acne

TEACHING AIDS/RESOURCES

sink
towel
wash cloth
soap
water
Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. Student will independently wash face, completing at least twelve steps on the attached task analysis.
2. During any given month, the student will have washed his face twice a day at least twenty-four of the thirty days.

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Washing Face

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for face washing....					
Assembles articles needed to wash face..............................					
Adjusts water temperature to warm...					
Dampens face with hands or wash cloth..............................					
Dampens and soaps wash cloth.........					
Rubs wash cloth on face covering all areas being sure to get in creases by nose, chin and eyes............					
Cleans ears and washes entire neck..					
Rinses and soaps cloth as many times as needed to do thorough job on face, ears and neck...............					
Rinses cloth and wipes face, ears and neck removing all traces of soap............................					
Rinses cloth as many times as needed to thoroughly rinse face..........					
Adjusts water to cool and cups hands to lightly splash water over face.					
Dries face, neck and ears with towel					
Hangs towel and wash cloth back on towel rack........................					
Rinses soap off and returns to soap receptacle........................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The Student will demonstrate proper showering, bathing techniques, safety practices and habits.

LEARNING ACTIVITIES

1. Show filmstrips on grooming series (bathing and showering).

2. Discuss the physical difference between a shower and a bath,

   a) shower - stand, drain is up, water comes from above your head.
   b) bath - plug water in, sitting, water comes from a lower faucet.

   Have students state which they prefer.

3. Discuss and demonstrate the regulation of temperature by filling containers with water of different temperatures, letting the student feel them to decide which is most comfortable. Then, have student regulate the temperature with the faucets.

4. Give a mock demonstration on the procedure for taking a shower and allow the student to actually take a shower dressed in a swimming suit (see Task Analysis Sheet).

5. Give a mock demonstration on the procedure of taking a bath and allow the students to actually take baths in swimming suits (see Task Analysis Sheet).

6. Discuss with the students the dangers of using any electric appliances while standing in water. Also, discuss the dangers of slipping in the shower or bathtub.

7. Discuss with the students common bathing courtesies such as: not getting water all over the floor, hanging towel and wash cloth back up, etc. Have them tell of times when their brothers and sisters didn't do this, and how they felt.

8. Make a safety poster for dangers in showering and bathing.

VOCABULARY

temperature
bath
shower
drain
electricity

TEACHING AIDS/RESOURCES

shower
bath
water
towel

soap
washcloth
art materials
Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

---

EVALUATIVE CRITERIA

1. Student will independently take a shower and bath, completing at least 80% of the steps on the Task Analysis Sheet.

2. Student will state why he should not use electric appliances (radios, hair dryers, etc.) while in the shower or bath, or given a series of drawings illustrating good and bad safety habits in the shower or bath, the student will be able to identify, with 80% accuracy, those pictures showing poor safety practices.

3. Over any given month, student will have taken a bath or shower at least twenty-four of the thirty days, as evidenced by a check list completed by student and/or parents (see Take Home Activity).

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will state why and how often one should bathe.

LEARNING ACTIVITIES

1. Discuss the need to take daily baths by doing an activity that makes us obviously dirty and/or perspire. Have students find a part on their bodies that they think is clean. Put alcohol on a cotton ball and rub over the area. Show it to see if dirt remains. Discuss the need to shower/bathe daily to wash this hidden dirt off and the perspiration from daily work.

2. Show a film/filmstrip on bathing. Stress the importance of daily bathing again by emphasizing good appearance and absence of body odor.

VOCABULARY

shower	odor
bath	

TEACHING AIDS/RESOURCES

bath or shower	cotton balls
alcohol	Teaching Good Behavior and Personal Hygiene to the Retarded Adolescent

RELATED "ACADEMIC" OBJECTIVES

concept development of cleanliness involving visible and invisible factors

---

EVALUATIVE CRITERIA

When asked why and how often one should bathe, the student will state that he should bathe daily when possible, but especially after activities or work that result in soiling and/or perspiring.

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Bathing/Showering

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for bathing........					
Assembles articles needed to bathe/ shower (soap, wash cloth and towel)........................					
Turns on water, adjusts temperature to warm (and fills to appropriate depth, if bathing)...............					
Dampens face with hands or wash cloth					
Dampens and soaps wash cloth........					
Rubs wash cloth on face, covering all areas, being sure to get in creases by nose, chin, ears and neck............................					
Rinses and soaps cloth as many times as needed to clean areas thoroughly..............................					
Rinses cloth and wipes face, ears and neck, removing all traces of soap..........................					
Soaps wash cloth again..............					
Rubs wash cloth over shoulders, arms, elbows, underarms and chest.......					
Rinses cloth and wipes soapy areas to remove all traces of soap by splashing water over the areas or rubbing with rinsed wash cloth....					
Rubs soap over genital area, between legs, legs, knees and feet........					
Rinses soapy areas thoroughly with water.............................					
Drains water from tub, or turns off water of shower..................					

Continued next page

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Bathing/Showering, Cont'd.

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Dries face, neck, back, between legs, legs and feet with towel...					
Hangs towel and wash cloth on towel rack............................					
Rinses soap off and returns to soap receptacle......................					
Rinses tub or shower stall clean with brush.........................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will state how often one should shave and demonstrate proper shaving techniques and habits.

LEARNING ACTIVITIES (instruction should be divided for boys and girls)

1. Discuss the need to shave (girls, when needed) as related to good appearance.

2. Demonstrate use of hand and electric razors - precautions of both, thereby, demonstrating motions. Further discuss what to do in case of cuts. Divide the face and legs into definite areas, and break the shaving process into definite steps. Use many illustrations.

3. Have students practice motion without use of blades. Use shaving cream or soap to see if they covered the entire area while shaving.

4. Have students practice applying shaving cream and/or soap to appropriate area (girls: arms or legs, boys: face) and shaving. Stress that if an electric razor is used, no soap or shaving cream is needed.

5. Discuss the use of an after shave (boys) or a lotion (girls) after shaving.

VOCABULARY

shave
hand razor
electric razor
precautions
shaving cream/soap
blades

TEACHING AIDS/RESOURCES

electric razor
hand razor
shaving cream
soap
drawings, illustrating each step
training booklet from Project More, Parsons State School, Parsons, Kansas

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. Student will state how often he/she should shave.

2. Male student will apply shaving cream and shave face satisfactorily with a maximum of two cuts. (Secure parental permission)

3. Female student will apply soap/shaving cream and shave legs and underarms with a maximum of two cuts. (Secure parental permission)

4. Over any given month, the student (girl or boy) will be clean shaven on at least 80% of the days the teacher randomly checks.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will demonstrate proper care of fingernails and toenails.

LEARNING ACTIVITIES

1. Demonstrate and discuss proper care of nails (cutting toenails, cleaning and manicuring fingernails). Lead students to discuss why nail care is important even for boys.

2. Introduce and show how to use manicure materials by demonstrating on student.

3. Student practices on another student.

4. Student practices manicuring his own nails using a brush, as well as a manicure set.

VOCABULARY

manicure
fingernails
toenails
clippers

TEACHING AIDS/RESOURCES

manicure set
wash basin
towels
nail brush
hand lotion

RELATED "ACADEMIC" OBJECTIVE

fine motor skill development

EVALUATIVE CRITERIA

1. Student will manicure and care for fingernails and clip toenails, completing at least ten of the check list steps correctly.

2. During any month the student's fingernails and toenails are rated acceptable by the teacher for 80% of the random checks made.

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Care of Finger Nails

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for care...........					
Assembles articles needed for fingernail care.................					
Files fingernails with file or emery board working from sides to center forming a rounded oval shape...........................					
(Boys may prefer to achieve initial shaping with fingernail clippers)					
Turns on faucets in bathroom sink..					
Dampens hands under faucets using warm water......................					
Soaps hands thoroughly rubbing them together......................					
Uses nail brush to scrub knuckles and under fingernails...........					
Rinses hands thoroughly...........					
Rinses soap off and returns to soap receptacle.....................					
Rinses sink clean.................					
Dries hands on towel and pushes cuticles back with towel.........					
Applies nail polish with a smooth stroke starting from center of nail working out (optional)......					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME____________________

DATE____________________

UNIT #3 Personal Needs

TASK Care of Toe Nails

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Assembles articles needed for care..					
Clips toenails with a toenail clipper so that nails are straight across and smooth................					
Soaks feet using warm water in a tub or other container...........					
Uses nail brush or other toenail cleaning utensil to clean under nails............................					
Dries feet well with towel and pushes cuticles back.............					
If polishing, see Task Analysis on Care of Finger Nails (optional)...					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will change his underwear daily.

LEARNING ACTIVITIES

1. Review the reasons for daily bathing. Bring up obvious need for a daily change of underwear.
2. Discuss the necessity of placing soiled garments in the clothes chute, hamper or bag so they can be laundered.
3. Have students make a chart of all personal grooming needs they have learned that they should do everyday. Be sure to stress need for changing underwear.

VOCABULARY

underwear
soiled
odor
perspiration
hamper

TEACHING AIDS/RESOURCES

magazines
Take Home Activity

RELATED "ACADEMIC" OBJECTIVE

vocabulary development on articles of underwear

EVALUATIVE CRITERIA

1. Student will include need to change underwear when asked to state his personal daily grooming needs and habits.
2. Parents indicate that student changes underwear daily on his own. On a daily chart kept by his parents, the student will earn check marks for at least 80% of days for which independent changing of underwear is recorded.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will state why it is necessary to use deodorants and demonstrate proper methods and habits of use.

LEARNING ACTIVITIES

1. Discuss the obvious reasons to use deodorant (even when we take a shower or bath daily). State the need for deodorant under arms to help prevent the sweat from smelling bad.

2. Discuss different types of soaps, deodorants and anti-perspirants, and brands. Make a chart listing brand of product, type (spray, roll-on, etc.), the kinds and cost.

3. Have students collect magazine ads or note television ads promoting various deodorant products (could send for free samples of products as specified in the ads).

4. Read labels and discuss cautions and directions to follow when using deodorants, e.g. how to apply, how much to use. Never spray toward face or open flame.

5. Demonstrate proper use of different types of deodorants.

6. Have students practice using different types of deodorants.

VOCABULARY

perspiration
sweat
odor
deodorants (roll-on, spray, etc.)

TEACHING AIDS/RESOURCES

magazines
various types of deodorants
Take Home Activity

RELATED "ACADEMIC" OBJECTIVE

concept development on classifying or categorizing grooming articles.

EVALUATIVE CRITERIA

1. Student will orally state why it is necessary to use deodorants.
2. Student will correctly complete at least six of the steps on the Task Analysis sheet, Use of Deodorant.
3. On a daily chart kept by the parents, the students will earn check marks for at least 80% of the days for which independent use of deodorant is recorded.

NAME ____________________

DATE ____________________

UNIT #3 Personal Needs

TASK Use of Deodorant

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for use of deodorant					
Recognizes deodorant jar, spray and roll-on cans or bottles					
Applies deodorant to appropriate body parts					
Applies deodorant correctly					
Uses appropriate amount of deodorant					
Replaces cover on deodorant container					
Replaces container in storage area.					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will demonstrate proper hair washing methods and habits.

LEARNING ACTIVITIES

1. Demonstrate and show materials needed for washing hair, and use one student in a mock demonstration (how much shampoo to use, rubbing it in, rinsing, use of creme rinse, squeezing out excess water, putting towel on it and drying).

2. Have students orally relate the steps necessary in hair washing.

3. Students will pair up and wash each other's hair on their own following steps set up by demonstration. Check each student to make sure they complete each step on the Task Analysis sheet for Hair Washing.

4. Discuss different shampoos and how often hair should be washed, and where it should be washed (shower or sink).

5. Discuss various methods of drying hair such as hair dryer, hot blow comb, towel drying, etc. Have students follow through by doing this on each other or to themselves.

6. If student has been washing someone else's hair, have him wash his own hair using demonstrated procedure.

VOCABULARY

shampoo
hair dryer
towel
oily
sink
dry
rinse
shower
blow dry
creme rinse

TEACHING AIDS/RESOURCES

shampoo
towel
sink
creme rinse
hair dryer

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. Student will independently complete twelve of the steps listed on the Task Analysis sheet for Washing Hair, fourteen, if using a rinse.

2. Over any given period the student's hair will be acceptably clean at least 80% of the days it is checked. Cleanliness will be determined by the teacher.

NAME ____________________

DATE ____________________

UNIT #3 Personal Needs

TASK Washing Hair

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for washing hair...					
Recognizes and assembles things needed to wash hair..............					
Removes bobby pins, ribbons, etc. from hair......................					
Turns faucets on and adjusts water to a moderate flow of medium temperature water................					
Puts head under faucet to dampen all of the hair.....................					
Turns water off (not appropriate in shower).........................					
Puts correct amount of shampoo on head and replaces cover on the shampoo container................					
Messages shampoo into scalp making a lather.......................					
When whole head is lathered, turns faucets on to correct flow and temperature, rinses head until all hair is free of shampoo (doesn't apply to shower).................					
Repeats last three steps if hair was extremely dirty..................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Rinsing Hair

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Uses correct amount of Creme Rinse.					
Massages Creme Rinse into scalp so all hair is coated..............					
Rinses hair until free from Creme Rinse............................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Drying Hair

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Uses towel to dry hair by rubbing hair briskly....................					
Combs hair to untangle it..........					
Dries hair with a dryer or lets it air dry.........................					
Returns shampoo and Creme Rinse to storage area....................					
Wipes sink and faucets dry with towel and puts wet towels in washer or hangs towels on rod to dry.........................					
Uses sponge or mop to wipe up moisture or soaks up with bath mat, if floor is wet............					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will demonstrate the proper method of brushing or combing hair.

LEARNING ACTIVITIES

1. Discuss the importance of brushing and combing hair, including the fact that brushing often takes snarls out better than combing.

2. Have students use magazines finding pictures of well-groomed and un-groomed hair on people, and make a collage showing the differences. Post this.

3. Have students evaluate the appearance of their own hair after brushing/combing by looking in a mirror, and then discussing with the teacher.

4. Stress the importance of combing hair, practice on dolls, wigs, and each other. Have each student keep his own comb/brush in designated place.

VOCABULARY

brush
comb
snarls
tangles
well-groomed
mirror

TEACHING AIDS/RESOURCES

brush and comb
magazines
scissors
paste cardboard
mirror
Grooming for Men - filmstrip, film or slides, Materials Development Center, University of Wisconsin, Stout

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Student will comb/brush his hair so that, a) there are no tangles, b) his hair is arranged in a style for which it was cut, c) it is arranged in a style corresponding to current styles for people his age.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will demonstrate the ability to properly clean his comb and/or brush and maintain cleanliness.

LEARNING ACTIVITIES

1. Discuss the importance of having own comb and brush.
2. Demonstrate washing out comb and brush using ammonia and/or soap water.
3. Have student wash out his own comb and brush.

VOCABULARY

comb
brush
soap
ammonia

TEACHING AIDS/RESOURCES

comb and/or brush
sink and/or basin
ammonia
soap

RELATED "ACADEMIC" OBJECTIVE

concept development on care of tools, equipment and supplies in grooming

---

EVALUATIVE CRITERIA

1. Student will wash out his comb and/or brush so that

    a) a proper cleaning agent is selected,
    b) there is no dirt remaining,
    c) there is no dirt remaining,
    d) there are no teeth and/or bristles broken or bent.

2. The student's comb and/or brush will be clean on at least 80% of the occasions it is checked.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will state how often he should brush his teeth and demonstrate proper methods and habits of brushing teeth.

LEARNING ACTIVITIES

1. Discuss the importance of brushing teeth (appearance, prevention of cavities, bath breath, etc.).

2. Have a dentist or dental hygienist come to the Home and Family Living Laboratory and demonstrate and discuss what is needed (tooth brush and tooth paste), how to brush, and care of tooth brush (where to keep tooth brush, etc.).

3. Have students practice brushing teeth at the Home and Family Living Laboratory. Provide toothbrushes for the students to keep at the Home and Family Living Laboratory, and have them brush teeth after lunch.

4. For a period of a month or so, keep a chart in the Home and Family Living Laboratory and check with students every day to see if they brushed their teeth that morning at home. Use disclosure tablets in periodic experiments to illustrate incomplete and/or inadequate brushing.

VOCABULARY

teeth
toothbrush
tooth paste
cavities

TEACHING AIDS/RESOURCES

toothbrush and tooth paste
disclosure tablets

RELATED "ACADEMIC" OBJECTIVES

film on care of teeth or proper brushing methods
visit by dental hygienist

EVALUATIVE CRITERIA

1. The student will orally state at least two reasons why he should brush teeth after eating (if possible), and before bedtime.

2. The student will independently complete at leeast seven steps of the Toothbrushing Task Analysis.

3. On a daily chart kept by parents, the student will earn check marks for at least 80% of the times for which brushing teeth (without being reminded) is recorded.

NAME ______________________

DATE ______________________

UNIT #3 Personal Needs

TASK Brushing Teeth

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Gets out toothpaste and his own toothbrush.					
Wets the toothbrush.					
Squeezes toothpaste from the bottom of the tube, rolling up any part of the tube that is empty.					
Squeezes enough toothpaste on the toothbrush to cover the bristles, but not flow over the sides					
Brushes teeth with an up and down motion, brushing all tooth surfaces					
Spits out toothpaste in sink and rinses mouth out with water so that no toothpaste remains.					
Places toothbrush under running water and rinses so that no toothpaste remains.					
Returns toothbrush and toothpaste to their storage area.					
Rinses or wipes out sink so that no toothpaste remains.					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC A: Personal Grooming

OBJECTIVE: The student will state how often one should receive a dental examination and the procedure for getting such an examination. *

LEARNING ACTIVITIES

1. Discuss why it's important to have dental examinations especially as teenagers, e.g. cavities get larger when not taken care of, and what is done during a dental examination. Try to alleviate some of the fears students have. Relate oral hygiene to grooming.

2. Arrange a field trip to a dentist's office or a dental clinic.

3. Discuss procedure to follow to get a dental examination, e.g. dental checkups at school, how to call the dentist for an appointment. Role play a situation in which a student arranges for an appointment with the dentist. Have students take the part of the patient, secretary and dentist. Carry it through the dental checkup.

4. If possible, arrange for students whose parents will not arrange a dental examination to obtain the services of a dental clinic (with parental permission).

VOCABULARY

x-rays
office
dentist
D.D.S.
checkup
cavities
appointment

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVE

visit by dental hygienist to discuss dental examination making posters on proper care of teeth

---

EVALUATIVE CRITERIA

1. The student will orally state how often one should receive a dental examination.

2. The student will list orally all of the steps involved in arranging for a dental examination.

* Not for the Lowest Functioning Students

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will demonstrate the selection and wearing appropriate clothing based on weather conditions.

LEARNING ACTIVITIES

1. Discuss how clothing protects the body and, therefore, during different weather conditions you wear different clothing. In the winter when the weather is cold, the clothes you would wear would be heavier than in the summer months when the weather is warmer.

2. Try on articles of different materials to feel which is most appropriate for that particular day.

3. Have catalogs (winter, summer, fall, spring) to page through showing what clothing is appropriate for that season. Have students make a scrapbook for each season with appropriate clothing to match. Include rainy days, also.

4. Have students bring different articles of winter and summer clothing. Select different types of weather conditions and have students role play people who are dressed appropriately and inappropriately for these conditions.

VOCABULARY

winter
summer
seasons
cool
clothing
warm
cold
spring
fall
protects
rain
hot
material

TEACHING AIDS/RESOURCES

catalogs
scrapbooks
paste
scissors
examples of different fabrics
daily weather dials
flannel board - dress for the weather

RELATED "ACADEMIC" OBJECTIVE

concept development on temperature and its effects

EVALUATIVE CRITERIA

Over any given recording period, the student will be dressed appropriately for the weather at least 80% of the days such dress is checked. Appropriateness will be determined by the teacher.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will demonstrate the selection and wearing of appropriate clothing for a given occasion.

LEARNING ACTIVITIES

1. Discuss clothing in relation to everyday wear - school, dress-up occasions (parties, church, interviews). Teacher will have pictures on cards of various articles of clothing that students have selected. After previous discussion, the students will select appropriate wear for a given occasion.

2. When a student has an assigned duty for the following day, or if a specific activity is planned, discuss the type of clothes that should be worn. The next day, without embarrassing the student, decide if he/she did indeed wear appropriate clothing for the occasion.

VOCABULARY

parties
school
church

interview
clothing

TEACHING AIDS/RESOURCES

magazines
scissors
paste

index cards
field trip

RELATED "ACADEMIC" OBJECTIVE

concept development on social expectations and standards for dress

---

EVALUATIVE CRITERIA

Over any given recording period, the student will be dressed appropriately for at least 80% of the occasions such dress is checked. Appropriateness will be determined by the teacher based upon the adherence to current styles and social customs.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY.

TOPIC B: Selection and Care of Clothing

OBJECTIVE: The student will demonstrate appropriately cleaning clothes in an automatic washer.

LEARNING ACTIVITIES

1. Introduce and discuss the importance of cleaning your clothes (better appearance, etc.). Show clean and dirty clothes. Have students decide which they'd rather wear, look better in, etc.

2. Introduce importance of sorting clothes into whites, darks, permanent press, and bright or dark colors.

   a) with three baskets available, have student put clothes into correct basket (visual clue - dark basket, white basket and, another, for permanent press).

   b) wash red or dark fabric with white clothes to show results of fading, lint, new clothes, etc.

3. Demonstrate loading clothes into machine. Show what a full load is.

   a) have students put clothes into machine from one basket, not lumping into one area, but balancing all the way around the agitator. They also should not overload a machine.

   b) Discuss the difference between front loading and top loading machines.

   c) close fasteners and zippers, etc. as they are put into baskets (pockets turned out, zippers may get caught, etc.).

4. Measuring soap

   a) have measuring cups and boxes of various soaps/detergents out. Demonstrate dipping or pouring soap into container (measuring cup - leveling it off). Have student measure soap by the same process - pour into machine and spread around evenly. Have students look at the pictures on detergent boxes showing the amount of soap to use. Stress that different brands require different amounts.

5. Discuss controls on the machine, hot-warm-cold.

   a) run water and have student understand the difference by feeling water at each temperature.

   b) make up a chart of "do's" and don'ts". Review the three sorting piles and connect them with the water temperature.

      1. hot water - may shrink particular items. Use for white clothes

      2. cold water - will not get heavily soiled clothes clean. Use for bright colors

      3. hot water - fading

      4. warm water - permanent press

   c) take some of the student's or your clothing (preferably, rather new) and read the washing instructions on the labels. Point out that all new clothes should have these labels. Practice following directions on labels.

6. Discuss the different washing cycles available on washing machines. Show the students using the Home and Family Living Laboratory washing machine. Discuss when you should use different cycles. Hold up different types of clothing and have students name the cycle they should use to wash each piece.

VOCABULARY

washable
permanent-press
detergent
temperature
fading
hot water
cold water
warm water
shrinking
automatic
measuring cup
sorting
loading
balance
control dials
machine
hand
label
gentle
cycle
agitator

TEACHING AIDS/Resources

washing machine
clothing
soap (different brands)
measuring cup

RELATED "ACADEMIC" OBJECTIVES

concept development on measurement
concept development on discrimination of same and different
concept development on categorizing or classifying objects on the basis of common characteristics
light word vocabulary development on words critical to reading labels and instructions in washing clothes

EVALUATIVE CRITERIA

1. Given at least eight articles of clothing to be machine washed, the student will correctly place at least 80% of them in the correct pile according to the classification of cotton whites, permanent press and bright colors.

2. The student will independently load a washing machine, distributing clothes around agitator and not exceeding the capacity of the machine.

3. Given a box or bottle of detergent, the student will independently measure the correct amount of detergent and place it properly in the washing machine (either in a soap dispensing container or evenly over clothes).

4. Given an article of clothing with washing instructions on the label, the student will state the correct water temperature to use and independently set the washing machine for that temperature. Student may ask to have label read.

5. Given an article of clothing with washing instructions on the label, the student will state the correct washing cycle to use and independently set the washing machine for that cycle. Student may ask to have label read.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection of Clothing

OBJECTIVE: The student will demonstrate selecting and appropriately cleaning those articles requiring hand washing.

LEARNING ACTIVITIES

1. Show example of clothing requiring hand washing. Compare to other washables - actual examples and charts. Bring in clothes whose labels advise hand washing.
2. Demonstrate how to hand wash clothes and rinse them. Refer to objective of machine washing; you may repeat certain areas such as temperature, soap and measuring. Point out that you should use warm or cold water and a mild detergent. Point out that many items now need to be drip dried.
3. Have student practice after demonstration, preferably, on some of their own clothes.
4. Discuss removal of spots and pre-soaking (blood, grease, rust, etc.). Demonstrate examples of removing each.

VOCABULARY

detergent
temperature
sink
wring out
measuring
ba[illegible]
drip dry
washable
rinsing

TEACHING AIDS/RESOURCES

hand washable clothing items
soap
measuring cup

RELATED "ACADEMIC" OBJECTIVES

concept development on measurement
concept development on characteristics of types of materials

EVALUATIVE CRITERIA

1. Given a pile of clothing containing machine and hand washables, the student will select articles of clothing requiring hand washing with 80% accuracy.
2. Given a soiled article of clothing capable of coming clean, the student will independently wash and rinse it by hand so that no trace of dirt or spots remain.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will demonstrate appropriately drying clothes on a clothes line or in a clothes dryer.

LEARNING ACTIVITIES

1. Hang wash on a clothes line demonstrating how to hang particular articles. Pants and shirts - hang up by bottoms, socks - by the toes, one at a time, etc. Drip dry dresses - put on hangers. Discuss when you would want to hang clothes outside and when you want to hang clothes inside.
2. Take wash from washer and shake clothes a little, place in dryer. Student practices. Set dryer for different temperature. Turn on and then open door to let student feel the temperature inside. Student practices setting dials and turning on for amount of time, test for dryness. Stress the importance of taking permanent press out immediately.
3. Take a walk and observe other people's clothes line.
4. Discuss and demonstrate clothing that can't be put in a dryer. Example, rubber, some nylon.
5. Discuss putting clothing into appropriate areas, folding, ironing basket.

VOCABULARY

dryer
clothes line
temperature
controls
clothes pins
dials

TEACHING AIDS/RESOURCES

clothes line
clothes pins
clothes basket

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. Student will hang clothes on line independently following all of the rules discussed in class.
2. Student will dry clothes in dryer independently, setting the dial for the correct temperature, and removing clothes at the proper time.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will demonstrate selection and properly deliver clothes that must be dry cleaned. *

LEARNING ACTIVITIES

1. Discuss dry cleaning and compare/contrast it with regular washing.
2. Show examples of clothing requiring dry cleaning - include labels of clothing.
3. Discuss where you would go, how you would get there, cost, etc., possible field trip.
4. Role play situations where a student brings clothes into a dry cleaners.

VOCABULARY

dry cleaning
clean and press
press only
clean only

TEACHING AIDS/RESOURCES

clothing

RELATED "ACADEMIC" OBJECTIVE

concept development on price differences between methods of cleaning clothes

---

EVALUATIVE CRITERIA

1. Given a pile containing clothes that are washable and those that are not, the student will select clothes that need dry cleaning with 80% accuracy.
2. The student will select a dry cleaning establishment that is the most reasonable and closest to the Home and Family Living Laboratory, and will independently take clothes to that establishment.

* Not for the Lowest Functioning Students

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will set up the iron and ironing board for use, set iron temperature appropriately and safely, and put everything away when finished.*

LEARNING ACTIVITIES

1. Get ironing board from storage and student watches teacher put it up, put pad and cover on it. Discuss importance. Let student practice.

2. Demonstrate plugging and unplugging iron. Have student practice on plugging in iron.

3. Irons piece of fabric while student observes (give student warm cloth so he/she knows iron is hot).

4. Places hot iron on piece of white paper long enough to scorch it. Have student observe and tell him never to leave the iron down on the ironing board or on material, but to put iron on its end on the big end of the board, and to unplug when not using it. Demonstrate and practice.

5. Have student practice pressing with a cold iron to learn how to hold iron and to keep the other hand away.

6. Have student, under supervision, turn dial starting with "off" up to each higher heat setting. Discuss the types of materials ironed at each setting (cotton, hot - nylon, permanent press, cool, etc.).

7. Have student iron a piece of fabric until iron sticks and scorches fabric. Have the student turn iron back toward "off" one setting to iron another piece of same fabric. Do this with several fabrics making sure they aren't similar in color and print until student understands iron should not stick to fabric.

8. Demonstrate filling a steam iron with water. Help student fill iron from a small coffee pot or tea kettle having a small spout. Have student practice using water container to fill first a small mouth, then a pop bottle, then an actual iron. Funnel can be used if student has trouble pouring into small opening. Show buttons that need to be set when filling. Discuss when to fill the iron. Also, discuss the fact that you empty all water out after finishing

* Not for the Lowest Functioning Students

9. Discuss and review all procedures and have student set up entire outfit.

10. Discuss safety measures associated with use of an iron and what to do in case of burns.

11. Discuss the steps involved in taking down the ironing borad and putting it and the iron away. Demonstrate. Have students practice.

VOCABULARY

iron
permanent press
pad
cover
fabrics
tea kettle
synthetic
steam
scorch
bottle
funnel
plug
linen
steam iron
cotton
wool
nylon
silk
polyester
ironing board
dacron
rayon

TEACHING AIDS/RESOURCES

ironing borad, pad and cover
iron (several types/brands)
fabrics
tea kettle
coffee pot
pop bottle
funnel
labels

RELATED "ACADEMIC" OBJECTIVES

concept development on degrees of heat and heat control
sight word vocabulary development on words critical to reading labels

EVALUATIVE CRITERIA

1. Student will independently complete steps 2 through 8 and 14 through 20 on the Task Analysis sheet, Ironing Flat Pieces with 90% accuracy.

2. When ironing a piece of fabric, the student

   a) holds iron as shown in class,
   b) keeps other hand away from iron,
   c) always places iron on end when not using it,
   d) presses wrinkles out without scorching materials.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will iron simple articles of clothing.*

LEARNING ACTIVITIES

1. Iron handkerchief showing student how to place smoothly on the board. Have student do the same thing under close supervision. Have student do alone.

2. Have student progress to larger pieces, dish towels and pillow cases.

3. Look at seams in short trousers and pants. Put a pair of shorts on the ironing board and show the student how to match seams and press pants legs (shorts have shorter seams and wider legs openings so it is easier to see matching of seams).

4. Have student practice doing other pants legs. The top of the pants will be put over the end of the ironing board with teacher ironing one side, and the student, the other. Have student practice,under supervision, on several lengths of pants until results are satisfactory.

5. Iron a shirt in a definite sequence with the student watching.

6. Have the student iron sleeves of the shirt and continue to do so until the results are satisfactory.

7. Have student iron the back of the shirt and learn the sequence of ironing the parts by looking at a book of posters on which shirts are drawn on to a sheet. The part to be ironed will be filled in with color or part cut out of print fabric. If possible, have an old shirt marked with the parts to be ironed marked first, second, etc. Have students practice on this.

8. Have student practice ironing entire shirt/blouse.

9. Shown how to use spray starch or spray water bottle on stubborn wrinkles, student will practice.

* Not for the Lowest Functioning Students

VOCABULARY

dish towel
pillow case
ironing
sleeves
handkerchief
seams
match
shirt/blouse
back of
pants/slacks
ironing board
collar

TEACHING AIDS/RESOURCES

ironing board
iron
handkerchief
pillow cases
dish towels
shirt
blouse
ring clips
spray starch
paste
tagboard
felt markers
spray water bottle
print fabrics
slacks of several lengths
book of ironing sequence posters

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

The student will independently (or with the aid of a chart), complete all of the steps on the Task Analysis sheet, Ironing Flat Pieces, Ironing Slacks or Pants, and Ironing a Blouse or Shirt.

NAME__________________________________

DATE____________________

UNIT # 3 Personal Needs

TASK Ironing Flat Pieces

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for ironing........					
Assembles iron, ironing board and water container.................					
Sets up ironing board.............					
Sets iron in upright position......					
Fills iron with water with moisture control button set correctly, if using steam.....................					
Plugs in iron......................					
Turns dial to correct setting for given fabric....................					
Sets steam button to correspond with dial setting...............					
Places piece to be ironed on ironing board so it is flat and smooth					
Moves iron in even back and forth movements over piece to be ironed					
Moves piece so new area is on ironing board, when area is wrinkle free..........................					
Continues above two steps until whole piece is ironed on one side					
Turns piece to be ironed over and repeats last four steps until whole piece is ironed...........					
Puts iron in upright position......					
Turns dial to "off" position when ironing is completed............					
Unplugs iron......................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

Continued next page

NAME________________________

DATE____________________

UNIT # 3 Personal Needs

TASK Ironing Flat Pieces, Cont'd

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Allows iron to cool................					
Pours remaining water out of iron..					
Returns iron and water container to storage......................					
Takes ironing board down and returns to the storage area.............					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Ironing Slacks or Pants

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of the Next School Year
Recognizes need for ironing.........					
Assembles ironing board, iron and water container..................					
Sets up ironing board..............					
Sets iron in upright position......					
Fills iron with water with moisture control button set correctly, only if using steam)............					
Plugs in iron......................					
Turns iron dial to correct setting for given fabric................					
Sets steam button to correspond with dial setting...............					
Select step according to whether creases are wanted or not........					
a) places pants leg on ironing board with crotch seam and side seam one on top of the other..........................					
b) places pants leg on ironing board with crotch on one side and side seam on other					
Irons pants leg until smooth.......					
Does other side seams the same way, if needed........................					
Repeat steps 9, 10 & 11 with other pants leg........................					
Puts top of pants over ironing board and irons smooth, 1/4 of top at a time...........................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

Continued next page

NAME ______________________

DATE ______________________

UNIT # 3 Personal Needs

TASK Ironing Slacks Or Pants, Cont'd

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Irons pocket flaps or other extras.					
Hangs pants up from bottom of pants legs............................					
Looks pants over to see if they are adequately ironed; if not, re-irons parts needing it...........					
Puts iron in an upright position...					
Turns dial on iron to "off" position when ironing is completed........					
Unplugs iron.......................					
Allows iron to cool................					
Pours remaining water out of iron..					
Returns iron and water container to storage area.....................					
Takes ironing board down and returns it to storage area.........					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Ironing a Blouse or Shirt

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for ironing........					
Assembles iron, ironing board and water container.................					
Sets up ironing board...............					
Sets iron in upright position......					
Fills iron with water with moisture control button set correctly, if using steam.....................					
Plugs in iron......................					
Turns iron dial to correct setting for given fabric.................					
Sets steam button to correspond with dial setting....................					
Places sleeve on ironing board with underarm seam on one edge.........					
Irons sleeve at shoulder seam from underarm to the top; then, moves iron down into fullness of cuff...					
Irons cuff.........................					
Repeats steps 9, 10 and 11 for other side of sleeve..................					
Repeats steps 9 through 12 with other sleeve......................					
Puts yoke of shirt or blouse on ironing board and irons it...........					
Puts back of shirt over end of ironing board with small end of ironing board toward collar...........					
Irons smooth, moving shirt so whole back is ironed..................					

Continued next page

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

156

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Ironing a Blouse or Shirt, Cont'd.

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Puts one side of front over ironing board in same direction that back was placed................					
Irons side smooth................					
Repeats steps 17 and 18 with other side of front..................					
Places collar on ironing board and irons smooth.....................					
Hangs ironed shirt on hanger buttoning first and third buttons......					
Looks shirt over to see if it is adequately ironed; if not, takes off hanger and reirons parts needing it.........................					
Puts iron in upright position and turns dial on iron to "off" position when ironing is completed...					
Unplugs iron......................					
Allows iron to cool...............					
Pours remaining water out of iron....					
Returns iron and water container to storage.........................					
Takes ironing board down and returns it to storage area.................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will demonstrate sewing on buttons.

LEARNING ACTIVITIES

1. Demonstrate and discuss how to sew on a button (placing the button in the appropriate place, use of needle, etc.). Use charts illustrating each step.
2. Have student practice sewing buttons on scraps of fabrics.
3. Have student practice placing buttons in appropriate spots on garments and sewing them on securely.

VOCABULARY

buttons
fabric/material
secure

TEACHING AIDS/RESOURCES

buttons
needle
thread
scissor
fabrics
charts illustrating steps

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Given a garment with a button missing, the student will independently complete all of the steps on the Task Analysis sheet, Sewing on a Button.

P

NAME ____________________

DATE ____________________

UNIT #3 Personal Needs

TASK Sewing on a Button

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for button to be sewn on....................					
Finds matching button to sew on....					
Assembles articles needed to sew button on....................					
Threads needle with correct color thread....................					
Brings two ends of thread together and makes a knot................					
Locates correct location for button to be sewn on, lining button position up with button hole to be used with that button.........					
Takes small stitch from top of garment so knot will be under button.					
Pushes needle up through one hole and down through another until button is secured...............					
Makes sure needle goes through back of fabric for each stitch.........					
Winds thread around stitches between fabric and button about four times					
Makes small stitch through fabric under button and puts needle through stitch loop to form knot..					
Puts scissors, needle, etc. back in storage area....................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will make "quicky" emergency repairs to clothing. *

LEARNING ACTIVITIES

1. Hold a question/answer (What you would do if.............?) discussion concerning "quicky" emergency repairs to clothing for the following:

    a) torn hems
    b) button coming off
    c) breaking zipper
    d) torn seam
    e) broken shoe lace

2. Discuss and demonstrate using tape to mend a hem and have the student practice on an article of clothing.

3. Discuss and demonstrate using a safety pin to replace a lost button, and student practices on an article of clothing.

4. Discuss and demonstrate using a safety pin to conceal a broken zipper, and student practices on an actual piece of clothing.

5. Demonstrate and discuss using a safety pin to conceal a ripped seam, and student practices on an article of clothing.

6. Demonstrate and discuss tying a knot in a broken shoe lace using string or yarn, and student will practice using one of these alternatives with a shoe.

7. Throughout the year as "emergencies" of this nature arise, have the student discuss what should be done, and have him do it.

VOCABULARY

safety pin
tape
rip
torn
seam
shoe lace
yarn
string
button
zipper
knot

TEACHING AIDS/RESOURCES

torn hems
shoe
tape
broken shoe lace
broken zippers
safety pins
string/yarn

RELATED "ACADEMIC" OBJECTIVE

---

* Not for the Lowest Functioning Students

EVALUATIVE CRITERIA

1. Student will independently make a "quicky" repair using safety pins for a broken zipper, torn seams, button losses. The repair must hold for at least two hours, and be done well enough as to not be noticed by an independent observer.

2. Student will make a "quicky" repair using tape to conceal a ripped hem.

3. Student will make a "quicky" repair for a broken shoe lace by tying a knot or using a supplement such as string or yarn.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will repair a torn hem. *

LEARNING ACTIVITIES

1. Discuss hand sewing a torn hem including what materials necessitate hand sewing, etc. Stress the idea of caring for your clothing, and why hems need to be repaired.
2. Demonstrate the stitch used in hemming when hand sewing on a doubled piece of fabric resembling a hem (smaller, easier to handle). Students then thread their needles and practice on similar fabrics.
3. Demonstrate hemming on an actual piece of clothing, and students follow procedure.

VOCABULARY

hem
sew
torn
ripped
needles
stitch
clothing
material
thread

TEACHING AIDS/RESOURCES

sample fabrics
clothing with torn hems
needles
thread

RELATED "ACADEMIC" OBJECTIVE

concept development on the need for good grooming and care of clothing

---

EVALUATIVE CRITERIA

Given an article of clothing with a torn hem, the student will independently complete all of the steps listed on the Task Analysis sheet, Putting Up a Hem.

* Not for the Lowest Functioning Students

NAME ____________________

DATE ____________________

UNIT #3 Personal Needs

TASK Putting up a Hem

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need to repair hem stitching......................					
Assembles articles needed to mend hem............................					
Pins hem back into correct position					
Threads needle with a color thread closely matching color of garment					
Brings two ends of thread together and makes a knot.................					
Pushes needle through fold in hem hiding knot in the fold at one end of torn hem according to whether student is right-handed or left-handed..................					
Pushes needle from wrong side of garment into fold of hem not coming through right side of garment.......................					
Takes long stitch in fold of hem...					
Brings needle out of fold and repeats last three steps..........					
Continues stitching hem until torn area is re-stitched.............					
Makes small stitch in fold and puts needle through loop to form knot. Repeat twice more................					
Returns sewing articles to storage area............................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ______________________

DATE ______________________

UNIT # 3 Personal Needs

TASK Pin Basting

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Assembles equipment needed to pin baste...........................					
Puts pieces of sewing to joined together with edges even...........					
Takes dressmaker pins and pushes them down and up through fabric in a position perpendicular to the edge........................					
Puts pins about four inches apart along edge......................					
Puts sewing equipment in storage area when pinning is completed...					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will correctly repair a torn seam by hand or by machine. *

LEARNING ACTIVITIES

1. Discuss how repair of a torn seam differs from a tear that requires a patch, e.g. part of garment that is torn and size of tear. Discuss what can happen if this tear is not fixed.
2. Demonstrate two methods that can be used to repair a torn seam.
3. Have student practice methods and find an appropriate method for him to use.

VOCABULARY

seam

TEACHING AIDS/RESOURCES

needle	garments	seam
thread	sewing machine	tear

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Given a garment with a torn seam, the student will independently repair the tear completing all of the steps listed on at least one of the two following Task Analysis sheets:

a) sewing a seam by hand
b) sewing a seam by machine.

* Not for the Lowest Functioning Students

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Sewing a Seam by Hand

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need to sew torn seam in garment					
Assembles articles needed to sew seam including thread of appropriate color, if available					
Threads needle bringing two ends together evenly makes a knot					
Brings two edges together evenly and pins together					
Works from right to left if right-handed or from left to right, if left-handed					
Pushes needle from back of material to the front starting about one inch before seam opening on same line as old seam					
Pushes needle in and out of material keeping stitches and spaces small and equal in size					
Keeps tension of stitching flat and even					
Continues stitching until about one inch past torn opening					
Finishes stitching by making small stitch and putting needle through loop of stitch to form a knot. Repeats twice					
Puts sewing articles away in storage area					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothing

OBJECTIVE: The student will correctly patch a garment by hand, with an iron-on patch, or on a machine.*

LEARNING ACTIVITIES

1. Discuss why it is necessary to make repairs, e.g. hole will get larger, appearance, more economical than buying new garments to replace damaged garments.

2. Discuss three different methods that could be used to patch a garment, and demonstrate those methods using actual garments.

3. Have students practice all three methods on trial pieces of materials. Find out the most convenient and realistic method for each student.

VOCABULARY

patch
iron-on patch
needle
thread
sewing machine
rip
tear

TEACHING AIDS/RESOURCES

iron
scraps of fabrics
needle
thread
patches

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Given a garment that needs patching the student will complete all of the steps on at least one of the Task Analysis sheets, Sewing on a Patch by Hand, Ironing on a Patch, Sewing on a Patch by Machine.

* Not for the Lowest Functioning Students

NAME ______________________

DATE ______________________

UNIT # 3 Personal Needs

TASK Sewing on a Patch by Hand

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of the Next School Year
Recognizes need to patch garment...					
Assembles articles needed to patch garment..........................					
Cuts patch 3/4 inch larger on all sides than the hole to be mended.					
Plugs in iron.....................					
Sets iron on cotton and steam......					
Presses 1/4 inch on all edges to the wrong side..................					
Unplugs iron and turns dial to "off"					
Places garment flat on table with the hole on top.................					
Positions patch evenly over hole on garment......................					
Pins patch in place with pins perpendicular to edges.............					
Threads needle with thread closely matching in color to patch.......					
Bring two ends of thread together to make a knot?................					
Pushes needle through patch from back of patch hiding knot under patch............................					
Brings needle up through one corner of the patch................					
Works from left or right according to handedness of student.........					
Brings needle over edge of patch down into garment forming a small even slanting stitch over edge of patch............................					

Continued next page

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Sewing on a Patch by Hand, Cont'd

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Continues slanting stitch until all edges of the patch are securely sewn to garment..................					
Makes small stitch and puts needle through loop to make a knot......					
Repeats above twice more...........					
Clips threaded needle from work.....					
Removes pins.......................					
Returns equipment to storage area..					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Ironing on a Patch

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need to patch..........					
Assembles articles needed to iron on a patch....................					
Selects correct color patch........					
Cuts patch so it is about 1/2 inch larger on all sides than the hole to be mended....................					
Plugs in iron....................					
Sets iron on dry and at cotton temperature......................					
Places torn garment right side out over the ironing board with the hole to be patched on the board..					
Presses torn area smooth..........					
Positions patch shiny (glue) side down on garment................					
Places iron on patch to fuse to garment........................					
Lifts up iron and sets it down until patch is secure (doesn't slide iron)					
Holds iron on patch just till patch is fastened down completely and doesn't scorch fabric...........					
Sets iron upright on ironing board and turns iron to "off" position.					
Unplugs iron and lets it cool......					
Returns equipment to storage area..					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will shine shoes.

LEARNING ACTIVITIES

1. Discuss polishing and shining of shoes relating to the topic of good appearance. Show examples of well kept/ shoddily kept shoes, and have the student select which pair adds to the appearance of the individual.
2. Show materials needed for polishing of shoes (solid and liquid polisher, matching color to shoes, brush and cloth to polish) and demonstrate the procedure.
3. Have students practice on his/her own shoes by selecting correct color and following the demonstrated procedure.

VOCABULARY

polish
shine
solid/liquid
brush/cloth

TEACHING AIDS/RESOURCES

shoes
liquid and solid polish of various colors
brush
cloth

RELATED "ACADEMIC" OBJECTIVE

visual discrimination development on colors

EVALUATIVE CRITERIA

The student will independently polish and shine a pair of shoes by selecting the same color of polish as shoes, and using the correct materials appropriately.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC B: Selection and Care of Clothes

OBJECTIVE: The student will thread a sewing machine. *

LEARNING ACTIVITIES

1. Ask if any of the students have sewing machines in their homes. If so, stress that their sewing machine may have to be threaded a little differently than what they have learned, but that most of the steps are the same.
2. Show the Home and Family Living Laboratory machine, or an enlarged picture of the machine. Go over the names of the machine parts which would be used in threading. Demonstrate slowly each of the steps involved. If possible, draw in and label each step on the picture.
3. Have students thread the machine. Go over each step with them as they do it. If necessary, let them use the picture illustrating the steps. Point out to them that many machine manuals have pictures of the machine in them and, sometimes, a list of the steps.
4. Have students who do have machines at home bring in the Operating Manual.
5. Ask parents to show their son or daughter how to thread the machine at home.

VOCABULARY

sewing machine
needle
bobbin
spool
thread

TEACHING AIDS/RESOURCES

enlarged picture of the Home and Family Living Laboratory machine
sewing machine (if possible, color code the parts for easier threading
materials from a nearby fabric center (can be used to teach threading a machine

RELATED "ACADEMIC" OBJECTIVE

---

* Not for the Lowest Functioning Students

EVALUATIVE CRITERIA

The student will independently (or with the aid of a picture) complete in order all of the steps on the Task Analysis Sheet, Threading the Sewing Machine.

NAME ____________________

DATE ____________________

UNIT # 3 Personal Needs

TASK Threading the Sewing Machine

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Opens sewing machine..............					
Puts thread on spool holder........					
Puts thread through thread holder..					
Bring thread around tension holding spool of thread in upward motion to engage tension spring.........					
Puts thread through thread holder on new machine or through hole in take-up lever.................					
If new machine, now puts through hole in take-up lever...........					
Puts thread through the rest of the thread holders.................					
Threads needle - old machine right to left - new machines front to back...........................					
Puts round bobbin in bobbin case with thread pulling back into slit on case - old machines thread on bobbin is going clockwise - new machines, thread is going counter-clockwise..........					
Holds upper thread in left hand, right hand turns balance wheel toward student until needle goes down and comes back up...........					
Pulls top thread so the bottom thread brings a loop up from bottom of machine...............					
Pulls loop from bottom all the way to top side of machine so end is free from underneath machine.....					
Puts two threads to the back of the machine.........................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan, prepare and serve a breakfast using prepared foods.

LEARNING ACTIVITIES

1. Show the student foods commonly served at breakfast that require no preparation; or, have students discuss the types of food they eat for breakfast. Ask which kinds need no preparation.
2. Have students practice pouring cereal into cereal bowls.
3. Have students practice pouring into a glass from a milk carton, pitcher and juice can.
4. Have students chill canned fruit, open can and spoon into serving dishes.
5. Visit a bakery and purchase sweet rolls and doughnuts. Discuss what part this type should play in student's breakfast.
6. Using pictures from magazines, have students make posters of different types of breakfasts that can be planned using prepared foods. Review the four basic food groups and what should be included from each.
7. Have student plan and serve a breakfast made up of prepared foods.

VOCABULARY

pitcher
pour
bakery
breakfast

TEACHING AIDS/RESOURCES

can opener
place mats
refrigerator
dishes
foodstuffs
silverware
glasses

RELATED "ACADEMIC" OBJECTIVES

knowledge of what is a bakery
knowledge of what is a nutritious breakfast

EVALUATIVE CRITERIA

The student will independently plan, prepare and serve a breakfast using only prepared foods. Such a breakfast should include the correct number of items from each of the four basic food groups as discussed in a previous lesson.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan, prepare and serve a lunch or dinner using prepared foods.

LEARNING ACTIVITIES

1. Show the students food that are commonly served at lunch that require no preparation (heating may be needed).
2. Go to the grocery store and look for prepared foods to be used for a lunch or dinner meal. Discuss price compared to making your own meal, size of serving (is it enough?), ease of preparing, etc.
3. Have students plan a lunch and serve it using this type of food.
4. Discuss prepared food from outside source, cost, variety, reasons for purchasing.

VOCABULARY

frozen
prepared
simmer
oven
restaurant
heat
canned
drive-in

TEACHING AIDS/RESOURCES

stove
silverware
foodstuffs
dishes
freezer
table linen
refrigerator
glasses

RELATED "ACADEMIC" OBJECTIVES

safety habits for using the stove
concept development on relative costs of foods

EVALUATIVE CRITERIA

The student will independently plan, prepare and serve a lunch or dinner using prepared foods. Such a meal must include the appropriate number of foods from the four basic food groups as discussed in a previous lesson.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan, prepare and serve a breakfast using partially prepared foods.

LEARNING ACTIVITIES

1. Show the class foods that are partially prepared. Discuss what is "partially prepared", and what are other breakfast foods that are "partially prepared".
2. Have student prepare quick mix coffee cakes, muffins, etc.
3. Have students prepare instant type cooked cereals.
4. Have students prepare frozen juices.
5. Have students prepare pancakes using a packaged mix.
6. Have students prepare cocoa using a mix.
7. Have students prepare "instant breakfast" and, also, discuss how this takes the place of a breakfast in an emergency.
8. Have students prepare a frozen breakfast and, also, discuss how expensive this is unless bought on sale.
9. Review the four basic food groups and the type of foods that should be included in any breakfast. Have students make sample menus using the partially prepared foods they've been preparing in the other learning activities.
10. Have students prepare breakfasts combining some foods they learned to prepare in the first six learning activities.

VOCABULARY

boil
blend
mix
combine
prepared
griddle
quick mix
frozen

TEACHING AIDS/RESOURCES

stove
refrigerator
sauce pan
dishes
small kitchen tools
baking pans
griddle
silverware
glasses
pitcher

RELATED "ACADEMIC" OBJECTIVES

knowledge of measuring (cups and spoons)
knowledge of use of stove
knowledge of money (prices)
ability to read directions on packages

EVALUATIVE CRITERIA

The student will independently plan and serve a breakfast using only partially prepared foods. Such a breakfast should include the correct number of items from each of the four basic food groups as discussed in previous lessons.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan and prepare a lunch using partially prepared foods.

LEARNING ACTIVITIES

1. Show class foods that are partially prepared (canned soup, cake and other baked goods mixes, boxed puddings, jello, boxed main dishes, etc.) Discuss what makes food "partially prepared".

2. Have students prepare different types of foods that are partially prepared, picking one or two types to prepare each day.

3. Have students practice reading the directions (or following the picture sequence) on different boxes.

4. Show class how to give more variety to eating with limited preparation skills, e.g. toast cups with chicken ala king, eggs baked with canned beef hash, and macaroni added to can chili, etc.

5. Have students plan and prepare lunches using partially prepared foods.

VOCABULARY

box
stir
ingredients
mix
beat
blend
boil
add
bake
brown

TEACHING AIDS/RESOURCES

foodstuffs
cooking utensils
stove
refrigerator
glasses
picture recipe cards

empty packages of cake mixes, jello, etc.
(some can be obtained free from Proctor & Gamble)

RELATED "ACADEMIC" OBJECTIVES

knowledge of measuring (cups and spoons)
numerical concept development (counting)
knowledge of safety habits for use of the stove
ability to read (or follow) directions on packages

EVALUATIVE CRITERIA

Given a list of partially prepared foods discussed in class, the student will independently plan and prepare a lunch using at least three types of partially prepared foods. The lunch should contain the appropriate number of foods from each of the four basic food groups as discussed in a previous lesson.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan, prepare and serve a breakfast made up of foods that are completely home prepared. *

LEARNING ACTIVITIES

1. Demonstrate and have students practice preparing the following foods one at a time:

   a) applesauce
   b) dried fruits
   c) bananas
   d) french toast
   e) citrus fruits (peeled, sectioned, halved)
   f) eggs (fried, scrambled, poached)
   g) toast (cinnamon, buttered)
   h) breakfast meats (bacon, sausages)
   i) beverages (cocoa, coffee)

2. Have student plan a breakfast using combinations of the above foods and prepare. Discuss how well their meal provides foods from the four basic food groups.

3. Discuss possible innovations in preparing foods in learning activity #1, or other foods used at breakfast that require little measuring skills.

4. Have students prepare some of foods suggested in learning activity #3.

5. Have students plan and prepare a breakfast selecting foods needing complete preparation.

VOCABULARY

citrus fruit
dried fruit
peel
scramble
poach
fry

TEACHING AIDS/RESOURCES

stove
griddle
foodstuffs
electric appliances (fry pan, coffee pot)
pan for poached eggs
small kitchen tools

* Not for the Lowest Functioning Students

RELATED "ACADEMIC" OBJECTIVES

vocabulary development in food names
knowledge of measuring

EVALUATIVE CRITERIA

1. The student will independently plan, prepare and serve a breakfast using completely home prepared foods. The breakfast should include the appropriate number of foods from the four basic food groups, as discussed in previous lessons.

2. The student will independently plan, prepare and serve a breakfast using a combination of prepared, partially prepared and home prepared foods. The breakfast should include the appropriate number of foods from the four basic food groups, as discussed in previous lessons.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan, prepare and serve a lunch or dinner using foods that are completely home prepared. *

LEARNING ACTIVITIES

1. Demonstrate and have students practice preparing the following foods, one at a time:
    a) salads (potato, coleslaw, tuna, fruit, bean, jello)
    b) main dishes (chili, spaghetti, beef macaroni, tuna noodle, baked beans)
    c) meats (hamburgers, sloppy joes, hot dogs, meat balls, pork chops, oven baked chicken, ham loaf)
    d) vegetables (scalloped potatoes, baked corn, carrots, corn on the cob, baked potatoes)
    e) fruits (baked apples, fruit crisp)
    f) desserts (shortcake, upside-down cake, rice krispie bars)

2. Have students plan and serve a lunch using a combination of foods from learning activity #1, and any other lunch food preparation learning activity. Before planning, review the four basic food groups, and what a lunch or dinner should include.

3. Discuss different ways to serve a lunch or dinner, sit-down or buffet. Have students plan lunches or dinners of both types.

4. Have students prepare a sit-down lunch and invite student guests from the school.

5. Have students prepare a buffet lunch and invite staff guests from the school.

VOCABULARY

buffet
broil
bake
guest

boil
drain
stir

beat
tender
rinse

* Not for the Lowest Functioning Students

TEACHING AIDS/RESOURCES

- stove
- foodstuffs
- dishes
- picture recipe cards
- small electric appliances
- refrigerator
- table linens
- glasses
- kitchen tools
- pots and pans
- silverware

RELATED "ACADEMIC" OBJECTIVES

- vocabulary development for following directions in recipes
- knowledge of measuring
- knowledge of table setting

EVALUATIVE CRITERIA

The student will independently plan, prepare and serve a lunch or dinner. Such a meal should include the appropriate number of foods from each of the four basic food groups as discussed in previous lessons.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will use good manners when serving and eating a meal.

LEARNING ACTIVITIES

1. Discuss good manners.
2. Have students, in pairs, act out table manners; first, the wrong way and second, the correct way.
3. Observe with students manners in the school cafeteria and then return to the house for a "show and tell" session about what was seen.
4. Have students practice serving each other at the table.
5. Have students practice good table and serving manners while participating in meals in the house.

VOCABULARY

manners
cafeteria
lap
napkin
chewing

TEACHING AIDS/RESOURCES

dishes
table linen
poster board
napkins
color pens
table
silverware
chairs

RELATED "ACADEMIC" OBJECTIVES

knowledge of left and right
knowledge of items used in table setting

EVALUATIVE CRITERIA

1. The student will serve a meal independently completing at least 11 of the steps on the Task Analysis Sheet, Serving A Meal.
2. The student will eat a meal without exhibiting even one of the bad table manners discussed in class.

NAME________________________

DATE________________

UNIT # 3 Personal Needs

TASK Serving a Meal

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Combs hair and arranges it neatly...					
Washes hands and scrubs fingernails.					
Smiles and appears pleasant.........					
Uses a tray for carrying food and dishes to the serving area........					
Serves from the left side of person with the left hand...............					
Keeps fingers from edges of cups and glasses.........................					
Touches only handles of silverware..					
Puts silverware in a secure position on plate before removing soiled dish..........................					
Does not stack soiled dishes in front of person being served......					
Does not try to remove more things at a time from the table than can easily be handled................					
Pours liquids carefully so as not to spill and fills to about 1/2 inch from top edge....................					
If people are talking, does not serve between them, but changes hands and serves from other side.... ...					
Remembers to say "excuse me" if need arises to talk or question person being served, and they are conversing..........................					
Questions person being served as to preferences or wants politely.....					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will clean the food preparation area following preparation of a meal.

LEARNING ACTIVITIES

1. Have students look at a kitchen after a meal has been prepared and served and discuss things that need to be done.

2. Have students organize a picture chart from magazine pictures of tasks to be done and in what order to do them (similar to a flow chart).

3. One or two students at a time practice the individual tasks.

4. Students practice tasks after the meals served in the house.

5. Observe cleanup of school cafeteria after the noon lunch is served and discuss how some of the things they do are like our cleanup activities. This activity could be expanded to visiting a restaurant.

6. Have students self rate on cleaning up after a meal on special picture checklists. Discuss their self ratings.

7. Discuss things you can do during meal preparation to make later cleanup easier (putting water in pans, etc.).

VOCABULARY

restaurant
counters
leftovers
garbage

TEACHING AIDS/RESOURCES

magazines
poster board
cleaning equipment

RELATED "ACADEMIC" OBJECTIVE

knowledge of cleanliness

EVALUATIVE CRITERIA

Following the preparation of a meal, the student will independently (with the aid of a chart) clean up the food preparation area following the order of steps depicted in the picture chart.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will set the table for the number of people being served and for the type of service being used.

LEARNING ACTIVITIES

1. Demonstrate setting of an individual place setting and talk with students about the different types of dishes and where they go on the table.
2. Have students practice individual place settings using place mats that have outlines of dishes, etc. on them.
3. Have students set table for meals served in the house making sure they have a place setting for each person eating the meal
4. Discuss times when you would use a tablecloth and fancier dishes versus times you would use place mats and everyday dishes.
5. Discuss reasons for buffet serving and the types of foods most easily served that way.
6. If a buffet lunch is planned, have students set up for such a lunch.
7. Set a buffet table with foods that students can easily serve to themselves. Students are shown how to serve themselves and how the table is set for a buffet.

VOCABULARY

buffet or sideboard
platter
silverware
centerpiece
tablecloth
glasses
place mats
bowl
napkins

TEACHING AIDS/RESOURCES

foodstuffs
silverware
table linen
dishes
refrigerator
glasses
stove
serving pieces

RELATED "ACADEMIC" OBJECTIVES

concept development of left and right
numerical concept development (counting)

EVALUATIVE CRITERIA

1. Given a specific mealtime situation, number to be served and a menu, the student will independently select:

   a) the type of service (sit down or buffet) to be used,
   b) the correct type of table linen and set of dishes to be used,
   c) the number and specific kinds (bowls, plates, etc.).

2. Given the type and number of linen and dishes to be used, the student will independently complete all of the steps listed on the Task Analysis Sheet, Setting the Table.

3. Given the type and number of dishes to be used and the type of food to be served, the student will independently set a buffet table so that:

   a) all of the dishes and silverware are arranged in the order in which they can be most easily picked up and used in serving.
   b) the silverware and plates are arranged in an orderly fashion.

NAME ______________________

DATE ______________________

UNIT #3 Personal Needs

TASK Setting the Table

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes articles needed for table setting					
Assembles articles needed					
Puts place mats or tablecloth on table correctly					
Puts centerpiece in center of table					
Puts plate on table about one inch from edge of table in center of each place being set					
Folds napkin (paper or cloth) and puts to left of plate, with bottom one inch from the edge of table					
Puts knife on right of plate with cutting edge toward plate -bottom of handle one inch from edge of table					
Puts spoon or spoons on the right of knife keeping bottom of handles even					
Puts fork or forks on left next to plate with bottom of handles even with other silverware handles					
Puts cup and saucer to right of spoons with the handle of the cup to the right side					
Puts glass at the right of the tip of the knife					
Puts bread and butter plate or salad bowl at tip of fork tines					
Straightens all articles in the place setting that are not straight.					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will operate small electrical appliances used in the kitchen.

LEARNING ACTIVITIES

1. Show student all the small electrical appliances used in the kitchen of the house. Show the use of each appliance, and safety measures needed in using them.

2. Play a game with the students. Hold up an item (example, a can of peaches). The student points to the appliance that would be used with that item (example, a can opener). The student gets a poker chip for correct answers, and can earn a bonus chip for being able to verbalize the correct name for the appliance. Chips are redeemable for rewards.

3. Students try to use appliances under supervision of teacher. Students practice until they can use appliance correctly.

VOCABULARY

electric can opener
toaster
hand mixer

coffee pot
fry pan
dishwasher

TEACHING AIDS/RESOURCES

electric fry pan
can opener
toaster

coffee pot
fry pan
dishwasher

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

The student will independently operate electric can opener, fry pan, toaster and hard mixer, following all of the safety precautions discussed in class.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will plan meals that meet adequate nutritional standards by using the four Basic Foods Groups.

LEARNING ACTIVITIES

1. Discuss and show students a chart displaying four Basic Food Groups. Have students use food and arrange it in groups.
2. Have students prepare a poster for each different food group using pictures from magazines to show foods belonging to each group.
3. Students with teacher make and discuss large posters which depict a general model for a breakfast, lunch and dinner.
4. Students and teacher discuss what they ate at meals the day before using food models or pictures.

VOCABULARY

vegetables
fruits
milk
eggs
butter
breakfast
meat
fish
Basic Foods groups
dairy products
lunch
dinner
snacks
breads
cereals

TEACHING AIDS/RESOURCES

Home Economic Dept., County Extension Office materials
National Dairy Council films, pamphlets
4-H materials on nutrition
Dept. of Agriculture booklets and posters

RELATED "ACADEMIC" OBJECTIVE

knowledge of four Basic Food groups

EVALUATIVE CRITERIA

The student will independently plan meals for one day using the correct number of foods from each food group, as presented in class.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will select foods that require a minimum of preparation skills.

LEARNING ACTIVITIES

1. Show sample of quick mix, frozen and other types of convenience foods. Ask students to relate foods they know that are of this type.
2. Make a trip to a grocery store to observe types of easily prepared foods, etc.
3. Have students look at recipes in cookbooks and on cards to see how many things they need to know to use them. Make a list of things they can make that require little or no measuring and little or no preparation.
4. Have students make their own large picture recipe cards.

VOCABULARY

quick mix
measure
grocery store
recipe
packaged
frozen
canned

TEACHING AIDS/RESOURCES

magazines
cookbooks
recipe file cards
large 9x12 cards
color pens
food samples

RELATED "ACADEMIC" OBJECTIVE

knowledge of measuring with measuring cups and spoons

EVALUATIVE CRITERIA

The student will list orally at least five foods, each for breakfast, lunch and dinner that require little or no preparation

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECSTIVE: The student will plan meals that are attractive, varied in color, texture, temperature and low in cost.

LEARNING ACTIVITIES

1. Prepares several lunches, each one inadequate (one, very pale and unappetizing, another, all soft foods, and another, all cold foods). Students look at lunches and comment on what they think is wrong with each one. Food are changed around between lunches to form better combinations.

2. Discuss things that can be costly in meals such as: garnishes, expensive cuts of meat, condiments, out of season foods, etc. Follow-up by trip to grocery store to look at prices of these items.

3. Make several sample lunches without costly extras. Tell students the prices of these lunches. Let them sample. Have matching lunches with extras. Tell students the prices of these lunches. Let them sample. Now discuss whether the price difference was worth it and did it change the taste of the food that much, etc.

4. As students get ready to prepare meals as activities for these objectives, have them check for these "extra" items.

VOCABULARY

garnishes
expensive
out of season
soft vs. rough
temperature

TEACHING AIDS/RESOURCES

magazines
foodstuffs

RELATED "ACADEMIC" OBJECTIVES

concept development of relative prices of foods
concept development of visual appeal (color, texture, etc.)

EVALUATIVE CRITERIA

The student will independently plan a meal that contains foods that vary in color, texture, temperature and are inexpensive. Such a meal should also contain the appropriate amount of food from the four Basic Food groups.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will serve a meal that looks appetizing and has all the component foods ready at the serving time.*

LEARNING ACTIVITIES

1. Show individual food flash cards (made out of magazine pictures and poster board) in groups of three of a type meal component. Discuss how many things have to be done to prepare each food.

2. Use food flash cards with three different meal components and, with students, list things to be done to prepare them. Compare length of lists and discuss which should be started first if they are to be served at same meal.

3. Prepare two meal components of same type, one that should be served cold. Discuss whether they both could be served right away, or what would have to be done that changes time needed for the one food to be at right serving temperature.

4. Show pictures of complete lunches and have students try to pick out foods that should be prepared first and chilled.

5. Show students pictures of lunches and discuss idea, "Was there anything I could have prepared yesterday or earlier today?"

6. Makes two servings of the same lunch; one, the teacher would pre-prepare things that could be done ahead of time, and the other she starts right then. Students discuss with teacher which was the thing to do.

7. Discuss, using the picture food cards, how things that are prepared ahead should be stored to keep them fresh, safe and correct temperature. Reinforce discussion by having room temperature hot dish, wilted salad, melted dessert, etc. for students to taste and see.

8. Discuss some foods that can't be prepared ahead. Then try to reheat a T.V. dinner or reheat toast, etc.

9. Discuss when to set the table. Using pictures of meals that were used before, find the pause in preparation needed to set the table, or if none can be found, stress setting the table first.

* Not for the Lowest Functioning Students.

10. Discuss things that make a meal look better. Show examples of wrong dish size or type and of food served in a messy manner (off the edge of dish, not kept together, but spread out on dish, etc.).

11. Have students prepare and serve lunches to practice things learned.

VOCABULARY

temperature
reheat
ahead
size
food poisoning

TEACHING AIDS/RESOURCES

magazines
poster board
foodstuffs
kitchen equipment
dishes
glasses

RELATED "ACADEMIC" OBJECTIVES

knowledge of temperature
knowledge of size relationships
knowledge of time relationships

EVALUATIVE CRITERIA

1. The student will independently serve a meal in which the food is placed neatly in dishes of the proper size.

2. The student will independently prepare and serve a meal in which all dishes are ready and on the table at serving time.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will check supplies on hand and make a grocery list for needed items. *

LEARNING ACTIVITIES

1. Using a picture grocery list with several items marked with x's, demonstrate how to look in food storage areas to see if items are on hand. Students try same thing using different grocery lists.
2. Have students use a picture recipe card and check to see if items are on hand; if they can't find an item, they use picture-word grocery lists and make an "x" after item needed.
3. Give two girls a simple meal plan for which they have to check items on hand and make grocery list.
4. Have students try to make a grocery list of needed items by copying name of item on list and looking for item by name on shelf.
5. Have students play a card game like "concentration" with teacher-made cards bearing common food names or pictures.
6. Have students make grocery list for a meal they plan, and with help of teacher, try to judge whether amount on hand is adequate for their needs.

VOCABULARY

on hand
food names
grocery list

TEACHING AIDS/RESOURCES

foodstuffs
storage area
picture-word grocery lists
picture recipe cards
foodstuff playing cards

RELATED "ACADEMIC" OBJECTIVES

sight word vocabulary development for reading labels
vocabulary development

* Not for the Lowest Functioning Students

EVALUATIVE CRITERIA

Given a menu for one meal, the student will independently make a list of groceries needed that are not on hand. Such a list should be 90% accurate in terms of items needed.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will take a shopping list to the store and select the items on the list.

LEARNING ACTIVITIES

1. Have student take a grocery list and try to match items on it with items on shelves in the house.
2. Have students play a game using foodstuff cards. Game can be played like "rummy" or "concentration".
3. Go to the grocery store and have students select items that match with items on the list. Stress checking for quantity and comparing quality.
4. Have two students go to the store and select items from a list.

VOCABULARY

can
package
jar
pound
quart
carton
box
dozen
roll
half gallon

TEACHING AIDS/RESOURCES

grocery cart
plain recipe cards made into playing cards
magazines
empty food packages and cans using can labels and magazine cutouts

RELATED "ACADEMIC" OBJECTIVES

sight word vocabulary development on reading labels for basic foods
visual perception and memory development for identifying foodstuffs by packaging shape, color and design

---

EVALUATIVE CRITERIA

Given a written shopping list, the student will find and select 100% of the items on the list in the grocery store.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will recognize condition of foodstuffs and make selections according to use and cost.*

LEARNING ACTIVITIES

1. Show students produce in good and poor condition. Discuss uses of produce and whether good condition is always necessary if there is a price saving on the poorer condition (bruised apples for applesauce, very ripe bananas for banana bread or cake).

2. Go to the grocery store to select produce for meals to be prepared. First trips with selections supervised by the teacher. Later, selections will be made by the students.

3. Open one can or jar of each, (whole & broken shrimp, whole & broken olives, whole & stewed tomatoes, fruit cocktail and peach slices) stressing prices of each item. Comparisons are made between the jar or can of whole shrimp, salad tomatoes, fruits for salad, whole stuffed olives, peach halves and the smaller or less fancy variety. Stress price difference. Students get to taste all foods and discuss whether there is any difference other than in appearance, and if there are any times when the fancier food would be purchased.

VOCABULARY

good condition
poor condition
whole
pieces
broken
cost

TEACHING AIDS/RESOURCES

cans or jars of foodstuffs
produce

RELATED "ACADEMIC" OBJECTIVES

concept development on relative prices of foodstuffs
concept development on relative quality of foodstuffs

EVALUATIVE CRITERIA

Given a specific use for a foodstuff, the student will state the condition and quality of the foodstuff required, and independently select foodstuffs in this condition.

* Not for the Lowest Functioning Students

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will prepare foodstuffs for storage and properly store them.

LEARNING ACTIVITIES

1. Demonstrate how to unpack grocery bags and in what order to put groceries away (perishables first, produce that needs cleaning last).

2. Have students open refrigerator and observe different types of storage areas it contains. This procedure is repeated for foodstuffs - cupboards, cannisters, bread box, cleaning cupboard, bathroom storage, etc.

3. Have students unpack purchases from grocery store, and with supervision, put them in proper storage area.

4. Have students clean produce and put it in proper storage area.

5. Have students play a game where teacher calls out name of storage area and students in order call out an item stored there (similar to "spell down"). When student can't name an unnamed item, or names an incorrect one, he is out. The last person out is the winner.

6. Have student unpack and store properly all items without supervision.

VOCABULARY

refrigerator
cleaning closet
perishable
cupboard
cannister
food names
freezer
bread box

TEACHING AIDS/RESOURCES

refrigerator
grocery bags
foodstuffs
bread box
cannisters
paring knife

RELATED "ACADEMIC" OBJECTIVES

recognition of common foodstuffs
vocabulary development on common foodstuffs

EVALUATIVE CRITERIA

The student will independently unpack grocery bags in the correct order, prepare items for storage and store them in proper storage area.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will judge the correct amount of foodstuffs required to serve a given number of people. *

LEARNING ACTIVITIES

1. Have students select a menu using picture recipe cards. Prepare meal with students noting how much food is needed to serve the group. Discuss how big servings should be and what things affect the size of a serving.

2. Show students different size cans. Open cans and look at quantities of food in the can. **Show** where number of servings is sometimes listed on can.

3. Show students contents of a can of tuna fish and a pound of hamburger. Discuss how many servings can be had out of these foodstuffs. Then add more ingredients to make tuna salad and chili. Discuss how many servings could be had out of foods in this form.

4. Have students plan a simple lunch of sandwiches, fruit, milk and cookies for four people. Student orders food from teacher either verbally or on paper. The students prepare the lunch and serve it.

VOCABULARY

ingredients
serving
contents
spoonful
add
glass
scoops

TEACHING AIDS/RESOURCES

assorted size cans of food
picture recipe cards
can opener
labels of cans

RELATED "ACADEMIC" OBJECTIVES

size relationships (big, little, large, small, more, less)
counting
measurement (cup measures)

* Not for the Lowest Functioning Students

EVALUATIVE CRITERIA

Given the number of students to be served and the recipe or foodstuff to be served, the student will state orally how much of each item should be used. The amount to be used should be stated in terms of the measurement in which the foodstuff is normally sold (pounds, cans, etc.). All answers should be correct within 1/8 of the measurement term used (pounds, spoons, etc.).

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will select foods for, prepare and pack a lunch that can be taken for school, work or a picnic.

LEARNING ACTIVITIES

1. Show students how to prepare foods commonly used in packed lunches. Discuss other foods that could be packed. Review the four Basic Food groups and the need to pack nutritious lunches, especially for school children.
2. Have students prepare foods.
3. Show different containers and how a more varied lunch can be packed using them.
4. Have students prepare and pack a lunch to be eaten away from the house.
5. Have students prepare and pack a group lunch to have a picnic in a local park.
6. Visit a grocery store and note prices on food specially packaged for packed lunches. Discuss the expense of these items.
7. Discuss how some items, if home-made and packaged incorrectly, could cause food poisoning. Also, point out foods that do not keep well, especially in the hot weather. Stress need for temperature control and ways to do this.

VOCABULARY

picnic
container
thermos
bags
lunch box

TEACHING AIDS/RESOURCES

picnic basket
foodstuffs
kitchen tools
food containers
thermos
packaging materials

RELATED "ACADEMIC" OBJECTIVES

concept development on temperatures
concept development on food deterioration

EVALUATIVE CRITERIA

The student will independently plan, prepare and pack a lunch for school, work or a picnic. The lunch should include foods that meet the requirements of the four Basic Foods groups, stay fresh and do not spoil easily.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will recognize snack foods, select and prepare at least three different types.

LEARNING ACTIVITIES

1. Discuss what a snack food is and what part they play in the student's daily food plan. Ask students to tell what kinds of snacks they ate yesterday.

2. With students verbally list all the snacks we can think of. Next discuss which ones make us fat and don't do much else, and which ones are really good for us. Make a "fat" poster and a "thin" poster.

3. Have students prepare snacks that are nutritionally good.

4. Have students prepare snacks that aren't as good nutritionally, but that we enjoy.

5. Discuss use of snack foods as part of hospitality and make plans to invite guests over for one or two leisure time group activities and plan to serve snacks for refreshments.

6. Have class prepare snacks planned for and entertain guests.

VOCABULARY

snacks
fat
thin

TEACHING AIDS/RESOURCES

corn popper
pitcher
glasses
refrigerator
punch bowl
serving dishes

RELATED "ACADEMIC" OBJECTIVES

knowledge of group leisure time activities
knowledge of foods that are nutritious

EVALUATIVE CRITERIA

1. Given a list (orally or through sample labels) of snack foods and foods usually forming part of a nutritious meal, the student will select those foods that are commonly used as snack foods with 80% accuracy.

2. Given a list of fifteen different snack foods and an occasion for entertaining, the student will select at least three different kinds that are judged as appropriate (by the teacher) and independently prepare them.

UNIT #3: PERSONAL NEEDS WITHIN THE FAMILY

TOPIC C: Meal Management

OBJECTIVE: The student will prepare foods using an outdoor grill.*

LEARNING ACTIVITIES

1. Demonstrate how to arrange charcoal in grill and how to light the charcoal in grill using safety precautions.
2. Have student, under close supervision of teacher, arrange charcoal and light it. Some students will never do this activity.
3. Show students several methods of cooking using the grill (hamburgers and steaks).
4. Have students prepare several foods each way.
5. Have students plan and prepare several backyard meals using the grill.

VOCABULARY

grill
skewer
baste
charcoal
spit
kabob
barbecue

TEACHING AIDS/RESOURCES

picnic table
grill
skewers
hot mitt
long handled cooking tools
tablecloth
paper plates
silverware
glasses

RELATED "ACADEMIC" OBJECTIVE

knowledge of safety habits necessary for being around fires

EVALUATIVE CRITERIA

Student will independently (or with supervision) plan and prepare a meal using at least one type of food prepared on an outdoor grill.

* Not for the Lowest Functioning Students

UNIT #4: INTERIOR HOME CARE AND PLANNING

Topic A - Keeping the Home Clean

The student will demonstrate the correct procedures for keeping uncarpeted floors clean through sequential steps of sweeping, mopping and waxing.

The student will demonstrate the correct procedures for keeping rugs clean.

The student will demonstrate the correct procedures for keeping furniture clean.

The student will demonstrate the correct procedures for keeping windows and mirrors clean.

The student will demonstrate the correct sequence for cleaning the kitchen after a meal.

The student will demonstrate the correct procedures for daily cleaning of the kitchen.

The student will demonstrate the correct procedures for regular or weekly cleaning of the kitchen.

The student will demonstrate the correct procedures for occasional necessary cleaning activities which are carried out in the kitchen.

The student will demonstrate the correct procedures for daily cleaning of the living room area.

The student will demonstrate the correct procedures for weekly cleaning of the living room area.

The student will demonstrate the correct procedures for cleaning activities which are carried out in the living room area occasionally.

The student will demonstrate the correct procedures for daily cleaning of the bedroom.

The student will demonstrate the correct procedures for weekly cleaning of the bedroom.

The student will demonstrate the correct procedures for cleaning activities which are carried out in the bedroom occasionally.

The student will demonstrate the correct procedures for daily cleaning of the bathroom.

The student will demonstrate the correct procedures for weekly cleaning of the bathroom.

Topic 6 - Planning the Home

The student will arrange items within the refrigerator with regard to size and perishability.

The student will arrange kitchen cupboards and drawers so that objects within are kept in area near use.

The student will arrange a cleaning closet with regard to type and use of cleaning supplies.

The student will categorize clothing in preparation for putting it away - a) that which belongs in closet vs. that which belongs in drawers, b) outer wear vs. inner wear, c) cold weather clothing vs. warm weather clothing.

The student will hang clothes properly on hangers and fold clothes properly for a drawer.

The student will arrange clothing closets for maximum use and neatness.

The student will arrange clothing drawers for maximum use and neatness.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for keeping uncarpeted floors clean through sequential steps of sweeping, mopping and waxing.

---

1. Tour home with students and examine floor coverings in each room and discuss why the covering is appropriate.

2. Demonstrate proper cleaning methods on the floor in a particular room explaining equipment, its proper use, cleaning supplies necessary and their proper use. Discussion and demonstration includes floor cleaning by mop and by hand.

3. Explain and demonstrate dust mopping for wood floors and sweeping for tiled areas, and relating their use to interim touch ups and pre-cleaning.

4. Demonstrate procedure and method for waxing floors.

5. Have students practice each of the cleaning procedures individually, as needed.

VOCABULARY

tile
linoleum
wood
touch ups

mop
broom
washing

mopping
waxing
cleaning

TEACHING AIDS/RESOURCES

equipment
cleaning supplies

RELATED "ACADEMIC" OBJECTIVES

vocabulary development in areas of household articles and operations
concept development in classifying materials for flooring (wood, tile, concrete, carpet, etc.)

EVALUATIVE CRITERIA

1. The student will demonstrate competency in sweeping a floor by performing in compliance with the Task Analysis Sheet, Floor Sweeping with 90% accuracy within a specified time limit (individualized for each student based on instructor's judgement of the student's ability).

2. The student will demonstrate competency in mopping or washing floors by performing in compliance with the Task Analysis Sheet, Dry/Dust Mopping Floor, with 90% accuracy within a specified time limit (individualized).

3. The student will demonstrate competency in mopping or washing floors by performing in compliance with the Task Analysis Sheet, Mopping or Washing of Uncarpeted Floor, with 90% accuracy within a specified time limit (individualized).

4. The student will demonstrate competency in waxing and buffing floors by performing in compliance with the Task Analysis Sheet, Waxing and Buffing Floor, with 90% accuracy within a specified time limit (individualized).

Note: If the student can perform any of the above tasks to the satisfaction of the instructor in terms of quality of work, care of equipment and time, he should not have to change his own performance style to conform to a task analysis sequence.

NAME ______________________

DATE ______________________

UNIT #4 Interior Home Care

TASK Sweeping Floor

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for sweeping					
Obtains broom and dustpan					
Holds broom correctly					
Sweeps with even motions in back and forth motion sweeping pattern of horizontal straight lines covering the width of the floor					
Repeats pattern until the length of the room is reached					
Knows how to sweep dirt and hold dustpan at the same time; sweeps dirt into dustpan					
Empties dustpan into basket or trash receptacle					
Checks broom to make sure no lint or dust clings to it; if it does, removes it					
Returns dustpan and broom to cleaning closet					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME_______________________

DATE_______________________

UNIT #6 Interior Home Care

TASK Dry/Dust Mopping Floor

Enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student Has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for care..........					
Recognizes a dustmop..............					
Obtains a dustmop.................					
Holds dustmop correctly...........					
Moves dustmop on floor in back and forth motion covering entire floor					
Checks to make sure job is complete.					
Takes dustmop outside by back door..					
Shakes dustmop vigorously so dust blows away from self............					
Shakes dustmop again to make sure it is clean......................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 4 Interior Home Care

TASK Mopping or Washing of Uncarpeted Floor

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Sweep floor (See Task Analysis for Sweeping)........................					
Recognizes a wet mop...............					
Obtains a mop/cloth/sponge, brush and bucket.......................					
Fills bucket 2/3 full with warm water..............................					
Stirs in the proper amount and type of soap.........................					
Soaps mop/cloth/sponge by placing in soap solution.................					
Partially wrings mop/cloth/sponge out..............................					
Starts mopping/washing floor in the farthest corner of the room from the doorway.......................					
Mops/wipes in zigzag fashion working backwards towards the doorway............................					
Every four or five strokes with the mop/cloth/sponge, places it back in the pail and partially rinses it.........................					
Realizes when job is completed.....					
Repeats process with clean water in order to remove soapy residue.....					
Rinses mop/cloth/sponge and bucket..					
Wrings out mop/cloth/sponge.........					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT #4 Interior Home Care

TASK Mopping or Washing of Uncarpeted Floor, Cont'd.

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of the Next School Year
Returns to storage area............					
Stores mop upside down against wall or right side up hung off of the floor........................					
Hangs cloth to allow drying or put with cloths to be washed.........					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for keeping rugs clean.

LEARNING ACTIVITIES

1. Show different rug types in house. Demonstrate how they can be cleaned with stress being placed on the difference between the need for general cleaning and shampooing.
2. Discuss the function and demonstrate the proper use of the vacuum for a wide variety of rugs.
3. Point out advantage of small rugs in entry ways, which can be cleaned by shaking. Demonstrate proper techniques for shaking rugs.
4. Demonstrate rug shampoo procedures.
5. Have students practice each of the appropriate cleaning procedures for each of the types of rugs present, and practice individually as needed.

VOCABULARY

shag rug
indoor/outdoor
scatter rug
wall to wall carpeting

vacuum
electric broom (optional)
carpet sweeper
shampoo

TEACHING AIDS/RESOURCES

vacuum
rug shampoo and machine

RELATED "ACADEMIC" OBJECTIVES

concept development in classifying textures
vocabulary development in household articles and operations
sight word vocabulary development for critical words needed in reading labels

EVALUATIVE CRITERIA

1. The student will demonstrate competency in cleaning small rugs by shaking. Performance criteria should be based on adequacy of cleaning, avoidance of spreading dust over self and undesired areas and use of appropriate locations for shaking.

2. The student will demonstrate competency in vacuuming rugs by performing in compliance with the Task Analysis Sheet, Vacuuming Rugs with 90% accuracy within a specified time limit (individualized).

NAME ______________________

DATE ______________________

UNIT #4 Interior Home Care

TASK Vacuuming Rug

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for cleaning........					
Differentiates need for general cleaning vs. shampooing...........					
Picks up objects on rugs other than dirt and lint.................					
Obtains vacuum....................					
Assembles any disassembled parts....					
Checks to determine if carpet bag needs replacing (for vacuums of this type).....................					
Replaces carpet bag, if needed......					
Makes sure electric cord is behind vacuum and out of the way of vacuum when plugging into outlet..					
Turns switch on....................					
Vacuums with even movements, in a back and forth motion making a basically vertical pattern of straight lines covering the width of the rug.....................					
Holds vacuum cord out of path of motion.........................					
Repeats vacuum pattern until the length of the rug is reached......					
Repeats vacuum pattern over areas that still have lint or dirt......					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

24

NAME ____________________

DATE ____________________

UNIT #4 Interior Home Care

TASK Vacuuming Rug, Cont'd.

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Turns switch off and unplugs vacuum					
Disassembles vacuum, if necessary..					
Winds cord..........................					
Returns vacuum to storage area.....					

Note: If furniture is on rug being vacuumed, extra steps need to be included to show analysis of the procedures to accommodate for obstacles.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for keeping furniture clean.

LEARNING ACTIVITIES

1. Demonstrate sequence and procedures for keeping furniture clean. Organize cleaning supplies, explain and demonstrate their usage.
2. Begin with dusting, explaining cloths and dusting waxes. Follow through with permanent wood finish protection, demonstrating the procedures of nick repair and polishing.
3. Explain that furniture such as sofas and chairs also collect dirt. Demonstrate furniture vacuuming procedures to follow each time the rug is vacuumed.
4. Have students practice dusting, polishing and vacuuming actual home furnishings.

VOCABULARY

polish
upholstered furniture
wax
brush
dust

TEACHING AIDS/RESOURCES

samples
equipment

RELATED "ACADEMIC" OBJECTIVES

vocabulary development in names of furniture pieces
concept development in classifying furniture by surface textures
sight word vocabulary development for critical words needed in reading labels

---

EVALUATIVE CRITERIA

1. The student will demonstrate competency in dusting wooden furniture by performing in compliance with the Task Analysis Sheet, Dusting and Polishing Furniture, with 90% accuracy within a specified time (individualized).

2

2. The student will demonstrate competency in vacuuming upholstered furniture by performing in compliance with the Task Analysis Sheet, Vacuuming Upholstered Furniture, with 90% accuracy within a specified time limit (individualized).

NAME ______________________

DATE ______________

UNIT #4 Interior Home Care

TASK Dusting & Polishing Furniture

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for cleaning furniture					
Identifies and obtains cleaning materials needed					
Identifies and selects pieces of furniture to dust/polish					
Moves objects on top of furniture to one side					
Dusts furniture surfaces moving from one small area to another					
Applies furniture polish/wax to cloth as needed					
Turns cloth frequently to obtain even coverage					
Recognizes when new cloth is needed					
Moves systematically in dusting sequence from top to sides (or legs) to support or brace sections					
Checks to make sure all areas were covered					
Replaces objects on top surface					
Checks to make sure all pieces of wood furniture were dusted					
Returns cloth and polish to storage area					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ______________________

DATE ______________________

UNIT #4 Interior Home Care

TASK Vacuuming Upholstered Furniture

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Tried With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for cleaning furniture					
Identifies and selects pieces of furniture to vacuum					
Removes objects, if any, from furniture					
Uses vacuum properly - turning on/off, etc. (See Vacuuming Rugs, Task Analysis Sheet)					
Vacuums systematically in vacuuming sequence from top to sides					
Moves vacuum in vertical and/or horizontal motion across fabric, section by section					
Removes cushions on pieces of furniture to vacuum underneath					
Replaces cushions, throw-pillows, etc					
Checks to make sure all upholstered pieces were cleaned					
Returns vacuum to storage area, if completed, or move it to next room					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for keeping windows and mirrors clean.

LEARNING ACTIVITIES

1. Explain need for cleaning windows and mirrors while demonstrating procedures.
2. Have students practice on a window by using a variety of cloths, cleaners and techniques, i.e. paper towel, cotton rag, terry cloth, chamois - water, vinegar or ammonia - up and down, sideways, bottom to top) and compare finished product.
3. Lead class in a discussion of why certain equipment and techniques work better than others.
4. Explain and/or create glass cleaners, i.e. vinegar and water, which can be found within the home.

VOCABULARY

vinegar
ammonia
pane
window cleaner
chamois

TEACHING AIDS/RESOURCES

home windows
equipment/supplies

RELATED "ACADEMIC" OBJECTIVE

sight word vocabulary development for critical words needed in reading labels

---

EVALUATIVE CRITERIA

The student will demonstrate competency in cleaning a window or mirror in home by performing in compliance with the Task Analysis Sheet, Washing Windows/Mirrors, with 90% accuracy within a specified time limit (individualized).

NAME ______________________

DATE ______________________

UNIT #4 Interior Home Care

TASK Washing Windows/Mirrors

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of the Next School Year
Recognizes need for washing windows.					
Recognizes and assembles equipment needed..........................					
Wipes wood around window with damp cloth rinsing out cloth as needed.					
Sprays one window pane/mirror at a time..............................					
Uses correct amount of cleaner for surface area......................					
Covers whole surface area and does not spray elsewhere..............					
Uses paper towel or lint-free cloth to wipe all cleaner off of window/mirror........................					
Uses clean cloth or another paper towel to polish surface...........					
Wipes into corners thoroughly to remove all traces of moisture, lint or dirt..........................					
Repeats last six steps until whole window/mirror is clean...........					
Throws away paper towels or puts soiled cloths in laundry area.....					
Empties water used for washing window woodwork out of pail.........					
Rinses pail..........................					
Rinses sink..........................					
Returns pail and cleaner to storage area................................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct sequence for cleaning the kitchen after a meal.

LEARNING ACTIVITIES

1. Discuss cleaning needs after preparing a meal. Ask students to look at everything in the kitchen. Ask, "What must we do to clean up"? List gathering dishes, scraping dishes, washing dishes, wiping counters, emptying garbage, cleaning sink and sweeping floor. Pictures on the wall could illustrate these tasks.

2. Have students review job order list. Talk about what would probably happen if jobs were done out of order. Have students do so. Discuss reactions.

3. List jobs. Assign tasks. Help in performance, if necessary, i.e. gathering dishes, scraping dishes, drawing water, washing in correct sequence, etc.

VOCABULARY

chores
draw water

TEACHING AIDS/RESOURCES

chalkboard or poster

RELATED "ACADEMIC" OBJECTIVE

vocabulary development in areas of household objects and operations

---

EVALUATIVE CRITERIA

1. The student will orally relate the tasks which should be completed in cleaning up after a meal in the proper sequence.

2. The students will demonstrate proper sequence in cleaning up after a meal by verbally narrating or describing a pantomined or role playing sequence he performs.

29

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for daily cleaning of the kitchen.

LEARNING ACTIVITIES

1. Identify daily chores and demonstrate by cleaning the kitchen after a noon meal. Clear table and wash, wash dishes, clean counters, wash stove, wipe refrigerator, sweep floors and empty garbage.

2. Have a review discussion of why daily cleanup is necessary. To make an impact, neglect daily chores for two days.

3. Assign daily tasks and have students complete work. Discuss which is easier, getting things done daily, or waiting until all piles up?

VOCABULARY

clean
clear

sweep
wash

wipe
daily

TEACHING AIDS/RESOURCES

model kitchen

RELATED "ACADEMIC" OBJECTIVE

- concept development on planning ahead, consequences of not planning, poor work habits, etc.

EVALUATIVE CRITERIA

1. The student will identify the cleaning chores which should be done daily by orally stating them with 100% accuracy.

2. The student will successfully clear eating area.

3. The student will successfully demonstrate cleaning of work area and utensils. See Task Analysis Sheet, Cleaning Sinks and Bathtubs, for evaluation criteria for that phase of cleaning kitchen work area. 90% accuracy in performance of this task is recommended.

230

NAME ______________________

DATE ______________________

UNIT # 4 Interior Home Care

TASK Cleaning Sinks & Bathtubs

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for cleaning sink/ bathtub...........................					
Obtains cloths/sponges for cleaning kitchen sinks/bathroom sinks or bathtub and cleanser.............					
Rinses sink, sink area, bathtub and fixtures with water...............					
Applies appropriate amount of cleanser to damp areas.................					
Dampens cloth/sponge................					
Takes out sink stopper and cleans it					
Replaces stopper....................					
Cleans sink, sink area and fixtures.					
Rinses all areas clean..............					
Checks to determine if job is complete; repeats cleaning routine, if needed.......................					
Dries the sink, sink area and fixtures with a clean, dry cloth.....					
Returns cleaning materials to storage area..........................					
Makes sure cloths/sponges are free of excess water and hangs or stores to allow quick drying............					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for regular or weekly cleaning of the kitchen.

LEARNING ACTIVITIES

1. Identify and discuss regular or weekly cleaning chores giving the students a firm understanding of why they must be done.

2. Demonstrate and explain correct procedures and sequence for weekly tasks such as:

   change towels and pot holders
   sweep floors (see General Cleaning Skills)
   wash floors (see General Cleaning Skills)
   wax floors (see General Cleaning Skills)

2. Assign tasks to students to complete successfully.

VOCABULARY

waxing washing weekly

TEACHING AIDS/RESOURCES

model kitchen

RELATED "ACADEMIC" OBJECTIVE

concept development on time orientation (daily, weekly, periodically)

EVALUATIVE CRITERIA

1. The students will successfully identify chores by orally stating the regular weekly chores with 100% accuracy.

2. The students will successfully complete changing of kitchen linens, washing, waxing and cleaning under supervision.

3. The student will successfully perform tasks unsupervised.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for occasional necessary cleaning activities which are carried out in the kitchen.

LEARNING ACTIVITIES

1. Identify and discuss the periodic tasks and their necessity, (spring and fall cleaning).
2. Demonstrate correct procedures for chores (cleaning and defrosting refrigerator, cleaning stove, cleaning cupboards, washing windows and curtains, etc.).
3. Assign tasks and give supervision to each student.
4. Assign students to perform tasks unsupervised.

VOCABULARY

defrost
clean

TEACHING AIDS/RESOURCES

model kitchen

RELATED "ACADEMIC" OBJECTIVE

concept development on time orientation (daily, weekly, periodically)

EVALUATIVE CRITERIA

1. The student will identify the occasional chore in the kitchen by orally stating them with 80% accuracy.
2. The student will successfully do occasional kitchen chores under supervision.
3. The student will successfully complete chores without supervision including care of major appliances and work areas.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for daily cleaning of the living room area.

LEARNING ACTIVITIES

1. Identify, discuss and demonstrate daily cleaning chores for the living room area:

    dusting (see General Cleaning Skills)
    vacuuming (see General Cleaning Skills)
    furniture vacuuming (see General Cleaning Skills)

2. Have students practice under supervision.

3. Have students complete tasks without supervision.

VOCABULARY

dust
vacuum

TEACHING AIDS/RESOURCES

model home

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will identify the chores to be done daily by orally stating them with 100% accuracy.

2. The student will successfully clean the living room daily under supervision. *

3. The student will successfully clean the living room daily without supervision.*

* Can be evaluated with the Task Analysis Sheets from General Cleaning Skills.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for weekly cleaning of the living room area.

LEARNING ACTIVITIES

1. Identify, explain and discuss weekly cleaning chores, (vacuuming, furniture vacuuming, furniture polishing).
2. Demonstrate each chore.
3. Have students practice procedures under supervision.
4. Have students perform without supervision.

VOCABULARY

polish
vacuum

TEACHING AIDS/RESOURCES

cleaning supplies

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will identify the chores to be done weekly.
2. The student will successfully clean the living room weekly under supervision.
3. The student will successfully clean the living room weekly without supervision.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for cleaning activities which are carried out in the living room area occasionally.

LEARNING ACTIVITIES

1. Identify, demonstrate and explain occasional chores in the living room such as, cleaning windows, shampooing rugs, cleaning the furniture, etc. See General Consumer Skills
2. Have students practice occasional cleaning chores.
3. Have students perform in an unsupervised situation.

VOCABULARY

spring cleaning

TEACHING AIDS/RESOURCES

cleaning products and implements

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will identify the periodic chores related to keeping the living room clean by orally stating them with 75% accuracy.
2. The student will successfully do periodic chores under supervision.*
3. The student will successfully complete periodic chores without supervision.*

* Can be evaluated with the Task Analysis Sheets from General Cleaning Skills.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for daily cleaning of the bedroom.

LEARNING ACTIVITIES

1. Show students pictures from different magazines of bedrooms in homes. Take class to furniture display showroom. Emphasize the neatness and cleanliness of displays.
2. Discuss with students, "What makes this room look so nice? It's clean, the bed is made, everything is in place." Teacher and students list jobs that must be done to give the bedroom a neat appearance. Daily - make bed, dust and general straightening up.
3. In the Home and Family Living Laboratory, have students perform jobs from chart with supervision.*
4. When job tasks are performed correctly, present students with a picture of a "perfect bedroom" for student to put in his own bedroom as a reminder of how neat he should keep his own room.

VOCABULARY

general straightening　　dust　　cleaning

TEACHING AIDS/RESOURCES

magazine pictures
snapshots of actual bedrooms

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student recognizes the need for a clean room (bed made daily, dusted, all in their places) by verbally expressing a desire to have such a room.
2. The student follows all cleaning procedures satisfactorily when performing the following daily bedroom cleaning tasks: making bed (see Making Bed Task Analysis Sheet), dusting (see Dusting/Polishing Task Analysis Sheet) and general straightening up.

* Not for the Lowest Functioning Students.

NAME ____________________

DATE ____________________

UNIT # 4 Interior Home Care

TASK Making Bed

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Removes pillow(s) from bed.........					
Pulls covers back to foot end of bed............................					
Smooths bottom sheet...............					
Pulls upper sheet into a smooth position on bed..................					
Pulls blanket or blankets into a smooth position on bed...........					
Tucks blankets and upper sheet under mattress at foot of bed securely........................					
Make square corners at the two corners of foot of bed..............					
Puts bedspread on bed smoothly.....					
Makes sure overhang on spread is even on sides and foot end.......					
Folds back top of spread about three feet........................					
Puts pillow in position on bed.....					
Pulls bedspread up over pillow leaving fold under pillow.........					
Tucks top of bedspread down by headboard.......................					
Checks appearance of bed to see if it looks smooth and unwrinkled...					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for weekly cleaning of the bedroom.

LEARNING ACTIVITIES

1. After one week of performing the daily job tasks, ask students to think of any task that has yet to be done. If students are unable to contribute ideas, give clues such as, changing sheets, shaking rugs, cleaning mirrors, straightening closets, emptying wastebaskets. Have class add "weekly jobs" to cleaning bedroom chart.

2. Have students perform tasks with supervision and aid, if needed. Remind students to check own bedroom at home. Does it look as clean as this?

VOCABULARY

neat
tidy
corners
under
behind

TEACHING AIDS/RESOURCES

cleaning tools and supplies

RELATED "ACADEMIC" OBJECTIVE

concept development of daily vs. weekly vs. occasionally

EVALUATIVE CRITERIA

1. Student will distinguish jobs done daily vs. cleaning tasks performed occasionally (weekly) by orally stating tasks in each category.

2. Student will satisfactorily perform the following weekly bedroom cleaning jobs: changing sheets, cleaning mirrors, shaking rugs, straightening closets and emptying wastebaskets. (See appropriate Task Analysis Sheets)

NAME________________________

DATE__________________

UNIT #4 Interior Home Care

TASK Changing Sheets

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes when sheets need changing..........................					
Removes bedspread and any other bed covers, (blankets or quilts); sets them aside......................					
Removes pillowcases from pillows and sets pillows aside with other bedcovers..........................					
Removes top sheet...................					
Removes bottom sheet................					
Gather soiled sheets and pillowcases, places them in laundry storage area......................					
Obtains clean sheets and pillowcases					
Spreads bottom sheet over mattress so that overhang on ends and sides is the same......................					
Tucks sheet under ends of mattress, pulling tight and smoothing......					
Makes square corners at the four corners............................					
Tucks sheets under sides of mattress, pulling tight and smoothing......					
Spreads upper sheet over bed so that overhang on ends and sides is the same......................					
Tucks upper sheet under the mattress securely..................					
Makes square corners at the two corners of the foot of the bed...					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT #4 Interior Home Care

TASK Changing Sheets, Cont'd.

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Smooths upper sheet................					
Spreads blanket(s) over bed so that overhang on ends and sides is the same..........................					
Tucks blanket(s) under the mattress securely.........................					
Makes square corners at the two corners of the foot of the bed.......					
Fold back upper sheet and blanket(s) at head end 4-5 inches...........					
Puts bedspread on bed smoothly......					
Makes sure overhang on spread is even on sides and foot end........					
Folds back top of spread about 3 feet..............................					
Puts pillowcases on pillows.........					
Puts pillows in position on bed.....					
Pulls bedspread up over pillow leaving fold under pillow.........					
Tucks top of bedspread down by headboard..........................					
Checks appearance of bed to see if it looks smooth and unwrinkled....					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

21

NAME ____________________

DATE ____________________

UNIT #4 Interior Home Care

TASK — Shaking Rugs

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of the Next School Year
Recognizes type of rug to be shaken.					
Picks up rug folding corners toward center to enclose dirt, etc.......					
Carries rug outside................					
Holds rug firmly with both hands on one end of rug, shakes rug vigorously so dust, lint, etc. blows away from self............					
Shakes rug again to be sure it is clean...........................					
Takes rug back and places it on floor in correct position........					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for cleaning activities which are carried out in the bedroom occasionally.

LEARNING ACTIVITIES

1. Have students tell of necessary cleaning jobs performed in other parts of the home (kitchen - dishes, counters, bathroom duties, etc.). Find similar jobs that are performed in each. Compare job charts for kitchen, bathroom, bedroom. Have students "discover" washing floors and windows are done periodically in most rooms.
2. Designate a day when along with daily chores, occasional chores must be done. Assign tasks and aid students, if necessary.

VOCABULARY

monthly

TEACHING AIDS/RESOURCES

cleaning charts

RELATED "ACADEMIC" OBJECTIVE

concept of time, day/week/month

EVALUATIVE CRITERIA

1. The student will demonstrate awareness that certain jobs are performed daily, others weekly, and some occasionally by listing orally two jobs in each category.
2. Student will correctly follow procedures for cleaning the bedroom periodically. (See appropriate Task Analysis Sheet)

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for daily cleaning of the bathroom

---

LEARNING ACTIVITIES

1. Have students go over daily job task chart for bathroom cleaning. Ask, "why do we have to clean?" Give clues, "necessary job." Add weekly job section to chart, (washing floor, cleaning toilet bowl, changing towels, etc.).*

2. Quiz students as to why cleaning is necessary. Say, "we are going to have a two-week experiment where daily jobs will not be done." At the end of the two-week period, what do students find? Stress need for cleaning.

3. Students practice cleaning tasks.

VOCABULARY

bathtub ring	chemicals
toilet bowl	poison

TEACHING AIDS/RESOURCES

cleanser	mop
disinfectant	scrub rags

others, at teacher's discretion

RELATED "ACADEMIC" OBJECTIVES

student awareness of safety measures when using disinfectants and cleaning solutions

sight word vocabulary development for critical words needed in reading labels

---

EVALUATIVE CRITERIA

1. Student will demonstrate a knowledge of the purposes for clean-the bathroom daily by orally stating at least two negative results if the job is left undone.

* Not for the Lowest Functioning Students

2. Student will display a skill mastery of tasks for job by correctly following all specific job tasks in cleaning the bathroom. See Task Analysis Sheets for Cleaning Sinks and Cleaning Toilets, for specific evaluation criteria for these phases of cleaning the bathroom. 90% accuracy is recommended.

NAME ____________________

DATE ____________________

UNIT #4 Interior Home Care

TASK Cleaning Toilet

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need for cleaning toilet					
Obtains materials used for cleaning toilets such as cloth/sponge, brush, cleaner and disinfectant..					
Flushes toilet....................					
Wets cloth/sponge and dampens outside and inside surface areas that are dry....................					
Applies cleaner in appropriate amounts over toilet surfaces......					
Cleans the top and back of the toilet, lifting top to clean all surfaces........................					
Rinses with clean cloth/sponge/mop.					
Cleans top and back of toilet lid and toilet seat.................					
Rinses with clean cloth/sponge.....					
Cleans rim of toilet..............					
Cleans inside toilet using brush...					
Cleans under the toilet bowl and base of toilet..................					
Rinses rim, surface areas under toilet, and flush toilet........					
Returns supplies to storage area...					
Makes sure cloth/sponge is free of excess water and/or stores to allow quick drying..............					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC A: Keeping the Home Clean

OBJECTIVE: The student will demonstrate the correct procedures for weekly cleaning of the bathroom.

LEARNING ACTIVITIES

1. With students, identify those jobs to be performed weekly when cleaning the bathroom. Make a chart using pictures to designate job, (clean sink, tub, mirrors, straighten towels, sweep floor, empty wastebasket). Discuss how jobs done daily saves work later.
2. Have students select jobs from chart and with supervision perform specific task.
3. Have students select job from assignment chart and correctly perform job without supervision.

VOCABULARY

cleanser
sanitary
tile cleaner

TEACHING AIDS/RESOURCES

cleaning tools and supplies

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will identify those cleaning needs which must be performed weekly by orally stating them with 90% accuracy.
2. The student demonstrates proper procedures in weekly cleaning of the bathroom. (See Task Analysis Sheets)

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will arrange items within the refrigerator with regard to size and perishability.

LEARNING ACTIVITIES

1. Point out height of each shelf and indicate that each is intended for different sized items. If shelves are adjustable, show how changes can be made to accommodate items.

2. Discuss how items which go in the refrigerator are various sizes.

3. Point out egg keeper, butter tray, vegetable compartment and bottle racks.

4. Point out freezer and meat rack, if applicable.

5. Discuss what foods go in what areas.

6. Have either real or model items such as, milk, bottles (dressings, ketchup, etc.) butter, lettuce or cabbage, lunchmeat, frozen foods, ice cream, ice cubes, refrigerator, containers of food, etc. Students are to arrange foods in refrigerator and tell why they put them where they did.

VOCABULARY

refrigerator
meat rack
egg keeper
produce
perishable
adjustable
produce keeper
butter tray

TEACHING AIDS/RESOURCES

refrigerator
foods or simulated foods

RELATED "ACADEMIC" OBJECTIVES

concept development on categorization of foods (size, type, perishability.

vocabulary development in the area of foods and parts of the refrigerator

---

EVALUATIVE CRITERIA

1. Given the following various foods, the student will appropriately place them in the refrigerator with 90% accuracy: bottles and jars, milk, pitcher, eggs, produce, fruit, meat, butter, pop, etc.

2. The student will identify parts of the refrigerator and label foods which belong there with 90% accuracy, e.g. teacher ask, "what is this?" - (egg keeper)

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will arrange kitchen cupboards and drawers so that objects within are kept in area near use.

---

1. Demonstrate the difficulty of finding a given item within a disorganized cupboard or drawer by asking one student to find some item in a cupboard or drawer that is not efficiently arranged. For example, ask one student to find a fork in a drawer where the items have not been arranged, or ask one student to find the salt in a cupboard where frequently used items, such as salt, are on the top shelf and in the back.

2. Lead a discussion about the items placed in various cupboards and drawers, stressing which items are used frequently in the kitchen, and which items are used rarely, and where one would want to place them in a cupboard or drawer (most commonly used items in front or on bottom shelf of a cupboard).

3. Demonstrate how to arrange one cupboard or drawer in the kitchen in the most efficient manner, stressing that items are organized by type, and that most commonly used items are placed in a position where they can most easily be accessed.

4. Have students practice arranging items within a given drawer or cupboard, and test the usefulness of the arrangement by asking student to quickly find some commonly used items within the drawer or cupboard. Discuss how arrangement could be improved.

5. Demonstrate the difficulty of working within a kitchen where items have been placed in inappropriate cupboards or drawers, by having one student pretend he is cooking at the stove and asking him to take out several items he needs, e.g. pan, hot pad, spoon, etc. which have been placed in various cupboards and drawers in different areas of the kitchen. Be sure the student ends up going from one end of the room to the other to obtain these materials.

6. Lead a discussion on what types of items should be in certain areas of the kitchen, e.g. cooking utensils near stove, serving and eating utensils near eating area, etc.

7. Organize items within the kitchen in an efficient manner and repeat Activity #5 so students discover the ease of doing the activity when items are properly organized.

VOCABULARY

cupboard	drawer
arrange	utensils

TEACHING AIDS/RESOURCES

cupboard arranged inappropriately
drawer arranged inappropriately
items for cooking

RELATED "ACADEMIC" OBJECTIVES

concept development on categorization of household objects
vocabulary development in objects and operations in the kitchen

---

EVALUATIVE CRITERIA

1. Given an assortment of cupboard items from a kitchen, the student will arrange those items within a cupboard so that items are organized by type,and those which are used most often are most accessible.

2. Given an assortment of drawer items from a kitchen, the student will arrange those items within a drawer so that items are organized by type, and those which are used most often are most accessible.

3. Given an assortment of kitchen items, the student will orally identify which types of items should be placed in certain areas of the kitchen, e.g. cooking utensils by stove, serving items near eating area, etc.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will arrange a cleaning closet with regard to type and use of cleaning supplies.

LEARNING ACTIVITIES

1. Point out cleaning closet and its various areas, if applicable.
2. Have available cleaning items and equipment such as: soap, brushes, rags, polish, sponges, oven cleaner, toilet cleaner, window cleaner, mop, paul, broom, dustpan, ironing board, iron, etc.
3. Discuss what they are for and how often one uses them.
4. Discuss fact that some things are poisonous.
5. Arrange items in closet with help of students; while arranging, discuss why certain things belong in specific places, a) poisonous things in specific places. If not used often, put in back of the storage area, out of the reach of small children, b) things used often, put near the front for easy access such as: soap, rags, etc., c) tall things along side ironing board, brooms and mops.
6. Remove all items from closet. Have students arrange items in closet and tell why they place them in specific places.

VOCABULARY

poisonous
equipment

TEACHING AIDS/RESOURCES

closet
items to be put in closet

RELATED "ACADEMIC" OBJECTIVE

vocabulary development on objects and operations in general cleaning
knowledge of symbols for danger or poison on labels

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will categorize clothing in preparation for putting it away - a) that which belongs in closet vs. that which belongs in drawers, b) outer wear vs. inner wear, c) cold weather clothing vs. warm weather clothing.

LEARNING ACTIVITIES

1. Begin by introducing students to a well organized room. Point out the clothing in the closet; they are the articles which one must iron such as: pants, shirts, dresses, etc. The things which you do not iron go into the drawers such as: underwear sweaters, knit tops, pajamas, etc.

2. Point out that outer wear are those things which you wear over your clothes such as: jackets, coats, hats, etc. Inner wear are the other clothing items.

3. Point out the clothing which one wears in the winter and that which is worn in the summer. Storage can be discussed.

4. Next session have many articles of clothing and review categories again.

VOCABULARY

closet
outer wear
inner wear
warm weather clothes
drawer
cold weather clothes

TEACHING AIDS/RESOURCES

clothing

RELATED "ACADEMIC" OBJECTIVE

knowledge of concepts like warm weather clothes, cold weather clothes, outer wear, inner wear

---

EVALUATIVE CRITERIA

Given a set of clothes, the student will be able to distinguish between a) those that go in closet and those in drawer, b) outer wear and inner wear and, c) cold weather clothes, warm weather clothes. 90% accuracy will be the acceptable performance criterion.

EVALUATIVE CRITERIA

1. Given an assortment of cleaning closet items, the student will arrange those items in the cleaning closet in an appropriate manner.

2. Given an assortment of cleaning supplies, the student will distinguish between often used cleaning supplies, and not often used supplies.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will hang clothes properly on hangers and fold clothes properly for a drawer.

LEARNING ACTIVITIES

1. Demonstrate proper way to hang clothes, a) dresses and shirts, b) skirts, c) slacks and pants, d) coats and jackets.

2. Demonstrate proper way to fold various articles of clothing, a) underwear, b) tops, c) jeans, d) slacks, e) shorts, f) sweaters, g) shirts.

3. Demonstrate how to place things carefully in a drawer so they are not wrinkled.

4. Have student practice with guidance in performing each activity above.

VOCABULARY

pants hangers
skirt hangers
regular clothes hangers
coat hangers

TEACHING AIDS/RESOURCES

clothes
closet
hangers
drawers

RELATED "ACADEMIC" OBJECTIVES

vocabulary development on articles of clothing, closets, hangers and drawers
visual-motor coordination skill development in folding (paper, napkins, handkerchiefs, etc.)

EVALUATIVE CRITERIA

1. The student will independently hang dresses, shirts, skirts and pants on appropriate hangers.

2. The student will independently fold underwear, tops, sweaters, jeans and shorts.

Note: Quality of performance will be based upon subjective judgement of evaluator.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will arrange clothing closets for maximum use and neatness.

LEARNING ACTIVITIES

1. Point out various closets for clothing, near outside door in bedroom, etc.
2. Discuss what types of clothing belong in each.
3. For outer wear, differentiate between summer and spring, fall and winter.
4. For bedroom closet have many types of clothing and hangers available (pants hangers, skirt racks, regular hangers). Also, have other closet storage items (shoe rack, both floor and hanging, boxes, etc.).
5. Discuss the types of clothing as to season, warm weather items vs. cold weather. Bring to conclusion that those items being used should be more easily accessible. Point out that having all hangers going one direction is easier.
6. Have students hang clothing in closet utilizing procedures just discussed, outer wear in proper closet, also.
7. Discuss the most appropriate place for the shoe rack is on the floor if there is room, and use of shelves for storage.

VOCABULARY

winter clothes
outer wear
storage
shoe rack
summer clothes
inner wear

TEACHING AIDS/RESOURCES

clothes
hangers
shoes/boots

RELATED "ACADEMIC" OBJECTIVES

concept development with seasonal clothing
concept development with outer wear, inner wear
ability to categorize clothing items
knowledge of clothing types which belong in closets as opposed to drawers
knowledge of clothing types, e.g. slack, skirts, etc.

EVALUATIVE CRITERIA

Given an assortment of clothing discussed in lesson, the student will arrange a closet in a neat, orderly manner. 90% of items will be in appropriate locations.

UNIT #4: INTERIOR HOME CARE AND PLANNING

TOPIC B: Planning the Home

OBJECTIVE: The student will arrange clothing drawers for maximum use and neatness.

LEARNING ACTIVITIES

1. Point out drawers in dresser and discuss which ones are more easily accessible (top).
2. Discuss fact that clothing used most often should be placed in these drawers.
3. Have various clothing available such as: underwear, tops, jeans, etc. Decide with students which items are used often. Conclude underwear since used daily.
4. Discuss need for organization within drawer, separating different types of underclothing, sweaters from lighter tops, etc.
5. Have students arrange clothing in drawers for practice.

VOCABULARY

dresser
chest of drawers

TEACHING AIDS/RESOURCES

dresser
clothing

RELATED "ACADEMIC" OBJECTIVES

familiarity with clothing that belongs in drawers vs. clothing that hangs.
knowledge and ability to fold clothing
knowledge of clothing types such as: slacks and shirts

EVALUATIVE CRITERIA

Given specified clothing, (dress, underwear, shirts, jeans, shorts and sweater), the student will choose those which belong in drawers and arrange them in drawers in a neat, orderly and efficient manner with 90% accuracy.

258

UNIT #5: MAINTAINING YOUR HOME

Topic A: Things to do in the Fall

The student will demonstrate proper care of lawn, including mowing, trimming, collecting and disposing of cuttings, and will exhibit behaviors indicating awareness of safety habits while mowing.

The student will rake and dispose of leaves in an appropriate manner.

The student will demonstrate the ability to water the lawn with several types of sprinklers, and with the use of a hose and nozzle.

The student will demonstrate proper storage of yard maintenance equipment, lawn furniture and other summer items for the yard.

The student will disassemble, thoroughly clean and reassemble combination storm windows and doors.

The student will complete proper steps for turning off the outside water.

The student will install or assist with installing weather stripping in doorways.*

Topic B: Maintenance Activities to do in the Winter

The student will remove snow safely and efficiently from walkways and driveways.

The student will demonstrate proper procedures for ice removal.

The student will demonstrate an understanding of heat control systems to the degree that thermostats can be regulated, fuel oil levels determined and basic safety practices.*

The student will participate in the procedures for maintaining proper humidity control.*

The student will remove snow safely and efficiently from a roof when necessary.*

Topic C: Things to do in the Spring

The student will turn on outside water.

The student will prepare the lawn for spring by raking leaves, planting grass and weeding.

* Not for the Lowest Functioning Students

The student will demonstrate correct techniques for preparing, planting and maintaining flower and vegetable gardens.

The student will sweep and clean the walkways, driveways and garage (if applicable).

The student will remove from storage and prepare yard maintenance equipment for spring use.

The student will prepare lawn furniture for spring use.

The student will take steps to maintain adequate ventilation and temperature control.*

The student will take steps to maintain pest control in house interior.*

The student will demonstrate skill (to the extent of his abilities) in exterior house painting.*

Topic D: Non-scheduled Maintenance

The student will recognize various problems in house maintenance that he is incapable of handling alone and will seek help in solving these problems, e.g. plugged rain gutters, leaky roof, shorts in electrical wiring, leaky pipes, malfunctioning water heater, malfunctioning furnace, holes in ceiling plaster, etc.

The student will take appropriate steps to unplug drains and toilet.*

The student will safely change light bulbs and fuses.

The student will safely remove or cover broken window glass for a temporary repair.

The student will demonstrate skill in wall and ceiling painting (to the extent of his abilities).*

The student will wash a car using home procedures.

The student will recognize leaking faucets and will correctly replace washer.*

The student will properly use the basic hand tool, screw driver, inside the home.

* Not for the Lowest Functioning Students

The student will properly use the basic hand tool, claw hammer, inside the home.

The student will properly use the basic hand tool, combination pliers, inside the home.

The student will properly use the basic hand tool, "c" clamp, inside the home

The student will properly use the basic hand tool, sanding block, inside the home.

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will demonstrate proper care of lawn, including mowing, trimming, collecting and disposing of cuttings, and will exhibit behaviors indicating awareness of safety habits while mowing.

LEARNING ACTIVITIES

1. Demonstrate proper grip, posture and safe operation used in operating a push mower, and have students practice proper grip and posture. Explain disadvantages of poor grip and posture
2. Have students take turns mowing grass in adjacent rows under supervision.
3. Have students tour neighborhood and ask them individually about the need of different lawns to be mowed.
4. Demonstrate proper and safe use of grass trimming shears and have students practice proper method.
5. Point out areas around yard that need edge trimming after lawn has been mowed.
6. Have student practice locating lawn edges and trimming them to the same height as mowed lawn.
7. Have student observe demonstration and then practice attaching and emptying a grass catcher. Have student bag clippings for disposal purposes.
8. Have students look at pictures of lawn mower injuries and discuss safety procedures around a lawn mower.

VOCABULARY

lawn
grass shears
yard
grass catcher
push mower
lawn edges

TEACHING AIDS/ RESOURCES

lawn
grass catcher
push mower
plastic lawn bags
grass edge trimming shears

RELATED "ACADEMIC" OBJECTIVE

concept development on the concept of rows

EVALUATIVE CRITERIA

1. The student will demonstrate the ability to use proper techniques and safety habits for mowing lawns by compliance with the Task Analysis Sheet, Grass Cutting, with 90% accuracy within a specified time limit (individualized).

2. The student will demonstrate the ability to use proper techniques for edge trimming by compliance with the Task Analysis Sheet, Edge Trimming, with 90% accuracy within a specified time limit (individualized).

3. The student will demonstrate the ability to collect and dispose of grass cuttings by compliance with the Task Analysis Sheet, Collecting and Disposing of Cuttings,with 90% accuracy.

NAME ____________________

DATE ____________________

UNIT # 5 Maintaining Your Home

TASK Grass Cutting-Push Mower

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Knows when a yard needs to be mowed.					
Surveys areas to be mowed and removes all rocks, sticks or objects that could damage the mower.					
Obtains mower					
Correctly using appropriate safety habits, begins mowing in a corner.					
Mows grass in an orderly manner, making swaths overlap slightly					
Keeps feet and hands away from mower blades					
Knows when grass cutting is complete					
Checks to see if there are any uncut patches					
Cleans mower					
Returns mower to storage area					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT #5 Maintaining Your Home

TASK Edge Trimming

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Obtains edging or trimming shears...					
Begins trimming in a corner.........					
Trims in an orderly fashion around walks, steps, driveway, shrubs, trees and garden..................					
Trims to the height of the mowed lawn............................					
Knows when the job is finished......					
Returns edging shears to storage area............................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT # 5 Maintaining Your Home

TASK Collecting and Disposing of Cuttings

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Attaches grass catcher, if available, to mower prior to mowing...					
Knows when catcher needs to be emptied........................					
Detaches grass catcher and empties it into garbage bags, when needed, while mowing....................	-				
Obtains broom from storage area....					
Sweeps into small piles the cuttings from edging on sidewalks and/or driveway........................					
Removes grass cuttings in piles to garbage bags using hands or broom and dustpan................					
Ties garbage bags securely.........					
Removes garbage bags to garbage pick up area....................					
Cleans equipment...................					
Returns all equipment to storage area............................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will rake and dispose of leaves in an appropriate manner.

LEARNING ACTIVITIES

1. Leads discussion with students covering the reasons for raking the lawn, emphasizing that raking helps the grass to grow, improves the appearance of the yard, and helps one to get along with his neighbors.

2. Show students the proper grip and posture for raking and demonstrate raking the lawn in an orderly fashion not missing any areas. Have student practice these methods.

3. Demonstrate bagging leaves and dead grass for disposal and removal of bags to trash pickup area. Have student practice procedure independently.

VOCABULARY

rake
lawn bags

TEACHING AIDS/RESOURCES

rakes
lawn bags
lawn

RELATED "ACADEMIC" OBJECTIVES

concept of rows

EVALUATIVE CRITERIA

1. The student will orally state at least three reasons which explain when and why he should rake a lawn.

2. The student will demonstrate raking leaves and/or dead grass by performing in compliance with the Task Analysis Sheet, Raking Leaves with 90% accuracy within a specified time limit (individualized).

3. The student will demonstrate bagging leaves by performing in compliance with the Task Analysis Sheet, Bagging Leaves with 90% accuracy within a specified time limit (individualized).

NAME____________________

DATE________________

UNIT # 5 Maintaining Your Home

TASK Raking Leaves

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of the Next School Year
Obtains rake....................					
Holds rake properly................					
Rakes lawn in an orderly fashion not missing areas................					
Rakes leaves into one or more piles					
Checks to determine if any areas have been missed................					
Returns rake to storage area.......					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT #5 **Maintaining Your Home**

TASK **Bagging Leaves**

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Obtains disposal bags..............					
Holds bag open with one hand, stuffs leaves in bag with the other......					
Knows when bag is full enough for tying..........................					
Ties bag securely..................					
Removes bag(s) to trash pickup areas					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will demonstrate the ability to water the lawn with several types of sprinklers, and with the use of a hose and nozzle.

LEARNING ACTIVITIES

1. Show student hose and nozzle. Demonstrate proper attachment of hose to water faucet and nozzle to the hose. Have student practice.
2. Show several types of sprinklers and demonstrate how to locate and relocate sprinkler in the yard to get maximum coverage of lawn area. Have student practice.
3. Lead discussion with the student covering when sprinkling is needed, what time of day sprinkling should be done, and how long sprinkler should be left in a location.
4. Demonstrate proper adjustment of nozzle and use of nozzle and hose in sprinkling the yard and garden. Have student practice.

VOCABULARY

- nozzle
- soak
- faucet
- hose
- sprinkler

TEACHING AIDS/RESOURCES

- hose sprinkler
- revolving sprinkler
- reciprocating sprinkler
- nozzle
- hose
- faucet

RELATED "ACADEMIC" objective

concept and spatial relations development on areas and subdivision of areas

EVALUATIVE CRITERIA

1. Given a lawn sprinkler of any type, the student will set up sprinkler system and adequately soak the lawn at appropriate times
2. Given a hose and nozzle, the student will demonstrate the ability to use them properly in sprinkling the yard and garden.

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will demonstrate proper storage of yard maintenance equipment, lawn furniture and other summer items for the yard.

LEARNING ACTIVITIES

1. Explain necessity for seasonal storage of yard maintenance equipment, lawn furniture and other summer things for the yard.

2. Discuss with the students appropriate storage locations for the different items, e.g. mower, garden utensils should be stored in a dry, locked area. The hose should be drained and rolled up and stored in a dry, enclosed area. Emphasize the need to store items to avoid damage to themselves or to other things. Explain hazards of moving heavy objects and explain the need for a hauler or help in transporting such items.

3. Have student practice removal and storage of yard items to storage locations. In the case of heavy objects, have the student practice transporting the objects with the help of others.

VOCABULARY

2-wheel hauler
wheelbarrow
storage

TEACHING AIDS/RESOURCES

lawn furniture
storage area
lawn maintenance
hose
racks for storage
equipment

RELATED "ACADEMIC" OBJECTIVES

concepts of seasonal weather changes

EVALUATIVE CRITERIA

1. Given a variety of home items, including yard maintenance equipment and lawn furniture, the student will demonstrate safe and adequate storage.

2. The student will orally state at least two reasons for storing the equipment and furniture for the winter months.

NAME ______________________

DATE ______________________

UNIT # 5 Maintaining your Home

TASK Using a Wheelbarrow

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Places heaviest items in bottom of wheelbarrow.....................					
Places lighter items near top of wheelbarrow.....................					
Does not overload or underload wheelbarrow.....................					
Holds handles firmly with both hands					
Keeps posture as erect as possible and pulls the wheelbarrow if the load is heavy or terrain is rough					
Pushes wheelbarrow if load is light and the terrain is smooth........					
Moves wheelbarrow at appropriate speed for the load and terrain, slowing down for turns...........					
Raises handle slowly to dump wheelbarrow when dumping soil, leaves, etc............................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will disassemble, thoroughly clean and reassemble combination storm windows and doors.

LEARNING ACTIVITIES

1. Discuss the reasons for removing, cleaning and reassembling combination storm window and door units.
2. Demonstrate proper method of removing glass and screen sections from storm window or door in correct sequence. Have students practice.
3. Demonstrate proper method of washing and polishing interior windows and storm window sections, washing and rinsing screen section. Have student practice.
4. Demonstrate proper method of cleaning window sills, using a vacuum, if possible, and soap and water. Have student practice.
5. Demonstrate proper method of reassembling combination window or door, putting glass and screen units in proper sequence. Have student practice.

VOCABULARY

combination	storm window
storm door	glass
screen	

TEACHING AIDS/RESOURCES

combination windows and/or doors	vacuum
window cleaner	soap and water solution in bucket
paper towels	stepladder

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will state the reason and appropriate time for washing storm windows and doors.
2. The student will disassemble, thoroughly clean and reassemble combination storm windows and/or doors.

NAME ______________________________

DATE ______________________

UNIT # 5 Maintaining Your Home

TASK Removing and Washing Combination Windows/storm doors

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Remove the two glass sections and one screen section from the window frame........................					
Carry the removed sections to the basement or outside...............					
Clean and polish the window sections with glass cleaner...............					
Wash the screen section with soap and water........................					
Rinse with clear water.............					
Carry the sections back to the window frame........................					
Using a stepladder, clean the outside of the double window........					
Clean the window sill with soap and water..............................					
Reassemble the storm window........					
Put away equipment................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

27

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will complete proper steps for turning off the outside water.

LEARNING ACTIVITIES

1. Demonstrate procedure for locating and turning off outside water lines. Explain hazards of not turning off and bleeding water lines for winter. Have student practice.

VOCABULARY

valve
water line
bleeding
counter-clockwise
clockwise

TEACHING AIDS/RESOURCES

house with outside water lines

RELATED "ACADEMIC" OBJECTIVES

concept development on water expansion in freezing temperatures
concept development on clockwise and counter-clockwise direction

---

EVALUATIVE CRITERIA

1. When asked the question, "What happens to water in pipes when the temperature gets below freezing?", the student will respond orally with an appropriate explanation.

2. The student will turn a water valve on and off.

3. The student will locate, turn off and bleed outside water lines.

UNIT #5: MAINTAINING YOUR HOME

TOPIC A: Things to do in the Fall

OBJECTIVE: The student will install or assist with installing weather stripping in doorways.*

LEARNING ACTIVITIES

1. Point out areas needing weather stripping and explain the need for weather stripping. Emphasize the point that drafts through doorways cause poor health conditions and increase heating costs.
2. Demonstrate proper installation of weather stripping (including installation of different types of weather stripping). Emphasize the importance of cutting proper lengths of stripping for the doorways. Have student practice and/or assisting with measuring, cutting and secure installation of weather stripping.

VOCABULARY

weather stripping

doorway

draft

TEACHING AIDS/RESOURCES

felt weather stripping
utility knife
adhesive
tack puller
small hammer

RELATED "ACADEMIC" OBJECTIVES

measuring lengths in manner most appropriate for the student

EVALUATIVE CRITERIA

1. The student will orally state at least one reason for weather stripping in doorways.
2. The student will demonstrate installation of weather stripping in doorways in compliance with the Task Analysis Sheet, Installing Weather Stripping in Doorways, with 90% accuracy within a specified time limit (individualized). Using felt-type stripping and tacks, a model door frame can be used.

* Not for the lowest functioning students

NAME____________________________

DATE__________________

UNIT # 5 Maintaining Your Home

TASK Installing Weather Stripping in Doorways

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Assembles necessary tools and material for the job....................					
Cuts weather stripping to proper lengths..........................					
With door or window in closed position, student tacks weather stripping in place....................					
Puts away tools and extra materials when job is completed............					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC B: Maintenance Activities to do in the Winter

OBJECTIVE: The student will remove snow safely and efficiently from walkways and driveways.

LEARNING ACTIVITIES

1. Demonstrate proper grip, posture, and method for snow shoveling. Emphasize bending at the knees rather than using the back. Have student practice grip, posture and method.
2. Demonstrate systematic removal of snow from walkways and driveways. Have student practice this.
3. Discuss appropriate times for removal of snow.
4. Explain reasons for shoveling snow. Include safety concept of snow removal and concept of getting along with your neighbors.
5. Explain reasons for sweeping walkways after shoveling and demonstrate the proper method. Have student practice.

VOCABULARY

walkway
driveway

TEACHING AIDS/RESOURCES

snow shovel
push broom

RELATED "ACADEMIC" OBJECTIVE

concept development on neighborhood pressure to keep walkways clear.

EVALUATIVE CRITERIA

1. The student will orally state at least two reasons for the necessity for keeping walkways and driveways clear and knowing the appropriate times for snow removal.
2. The student will demonstrate ability to remove snow from walkways and driveways by performing in compliance with the Task Analysis, Snow Removal, with 90% accuracy within a specified time limit (individualized).

NAME ________________

DATE ________________

UNIT # 5 Maintaining Your Home

TASK Snow Removal

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes the need to remove snow from walkways and driveway........					
Obtains a snow shovel and push broom.					
Holds shovel properly...............					
Bends legs rather than back when scooping the snow with the shovel..					
Approaches task systematically.......					
Realizes when all the snow removal is completed........................					
Sweeps all remaining snow away.......					
Cleans shovel and broom and replaces in storage area..................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC B: Maintenance Activities to do in the Winter

OBJECTIVE: The student will demonstrate proper procedures for ice removal.

LEARNING ACTIVITIES

1. Discuss with student the reasons for complete removal of ice from walkways and entrance steps. Explain legal responsibility to keep your walk clean. Stress, "my job is to keep my sidewalk clean, your job is to keep your sidewalk clean."

2. Demonstrate proper method of salting the ice, if applicable. Have student practice.

3. After salt has turned ice to slush, demonstrate slush removal with a scraper and/or a shovel. Have student practice this procedure.

VOCABULARY

salting
slush

TEACHING AIDS/RESOURCES

salt
shovel
scraper

RELATED "ACADEMIC" OBJECTIVES

concept development on keeping ice off walkways during the winter for safety.
concept development on the need for maintaining good neighborly relations by keeping neighborhood area safe and in good condition for use.

EVALUATIVE CRITERIA

1. The student will demonstrate ability to salt ice and remove slush from walkways and entrance steps by performing in compliance with the Task Analysis Sheet, Ice Removal, with 90% accuracy.

2. The student will state who is responsible to keep sidewalk clean.

NAME ____________________

DATE ____________________

UNIT #5 Maintaining Your Home

TASK Ice Removal

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Salts ice spots, if necessary.......					
Scrapes ice loose with scraper.......					
Shovels ice off the walk............					
Repeats as necessary................					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC B: Maintenance Activities to do in the Winter

OBJECTIVE: The student will demonstrate an understanding of heat control systems to the degree that thermostats can be regulated, fuel oil levels determined and basic safety practices.*

LEARNING ACTIVITIES

1. Explain the need for appropriate temperature levels in the home (68°-70°).
2. Demonstrate the proper adjustment of various temperature control devices, e.g. thermostats, forced-air registers, radiators. Explain how the adjustment affects the temperature in the house. Have student practice the adjustment of different temperature control devices.
3. Improperly adjust temperature level in the house and let student make adjustments according to the need.
4. Tour various houses and point out different heating systems and the function of their control devices.
5. Explain how to locate the fuel oil level gauge and determine when to contact someone to fill fuel oil tank.
6. Show students different fuel oil level readings on a demonstration gauge and quiz students on the readings.
7. Explain dangers of heating systems and point out danger signs.

VOCABULARY

register
hot-air register
cold-air register
thermostat
radiator
radiator valve
radiator air bleeder valve
temperature
68°-72°

TEACHING AIDS/RESOURCES

houses with various heating systems
fuel oil gauge

* Not for the Lowest Functioning students

28

RELATED "ACADEMIC" OBJECTIVES

concept development on temperature
concept development on "clockwise" and "counter-clockwise" in relation to opening a valve
concept development on temperature levels

EVALUATIVE CRITERIA

1. Given an uncomfortable temperature level in a house, the student will properly adjust the temperature control device for comfortable living.

2. The student will determine when, and if, fuel oil is needed and can obtain fuel oil.

3. The student will orally state at least two dangers signs relating to heating systems.

UNIT #5: MAINTAINING YOUR HOME

TOPIC 8: Maintenance Activities to do in the Winter

OBJECTIVE: The student will participate in the procedures for maintaining proper humidity control.*

LEARNING ACTIVITIES

1. Explain the concept of humidity, the need for proper and comfortable humidity levels, and the problems involved with high or low amounts of humidity, e.g. health concept, furniture warping.
2. Go to the local appliance store and inspect various humidity control devices. Demonstrate adjustment and maintenance of these devices. Discuss the appropriate humidity control device for individual situations.
3. Demonstrate how to use and maintain a portable humidifier in the home. Have student practice the adjustment, filling and maintaining the humidifier.

VOCABULARY

humidifer
dehumidifier
vaporizer
humidity
moisture
warp
dry

TEACHING AIDS/RESOURCES

humidifer (portable)

RELATED "ACADEMIC" OBJECTIVES

concept development of the concept of humidity and the need for adequate humidity levels for health reasons.

concept development on the appropriate humidity control device for his individual situation (Consumer Education).

EVALUATIVE CRITERIA

The student will demonstrate the appropriate use of humidity control devices, as available.

* Not for the Lowest Functioning Students

UNIT #5 MAINTAINING YOUR HOME

TOPIC B: Maintenance Activities to do in the Winter

OBJECTIVE: The student will remove snow safely and efficiently from a roof when necessary.*

LEARNING ACTIVITIES

1. Explain the hazards of snow accumulation on the roof and the methods for removing it, e.g. ground level removal, electrical wiring system of removal.

2. Demonstrate the ground level removal method. Use a long-handled roof snow remover. Emphasize the safety aspects involved with this removal method. Have students practice this removal method systematically.

VOCABULARY

roof snow remover

TEACHING AIDS/RESOURCES

roof snow remover
single story roof

RELATED "ACADEMIC" OBJECTIVES

concept about the weight of snow

EVALUATIVE CRITERIA

1. Student will adequately remove snow from a single story roof with a long-handled roof snow remover.

2. Student will orally relate at least one hazard of snow accumulation on a roof.

* Not for the Lowest Functioning Student

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will turn on the outside water.

LEARNING ACTIVITIES

1. Demonstrate procedure for locating and turning on outside water lines. Have students practice this procedure.

VOCABULARY

valve
water line
counter-clockwise
clockwise

TEACHING AIDS/RESOURCES

house with outside water lines

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Student will locate and turn on the outside water lines.

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will prepare the lawn for spring by raking leaves, planting grass and weeding.

LEARNING ACTIVITIES

1. Tour the neighborhood and discuss the relative condition of different lawns in relation to the needs for raking, grass planting and weeding. Explain the reasons for preparing the lawn for spring.

2. Demonstrate the proper method for raking leaves. Have student practice.

3. Demonstrate the inspection and seeding of the lawn. Have student practice this. Include covering seeds with burlap and watering.

4. Demonstrate one proper way to weed the lawn and garden. Have the student practice weeding. Include removal of roots, differentiation between weeds and plants, disposal of weeds.

VOCABULARY

weeding
raking
seeding
burlap

TEACHING AIDS/RESOURCES

rakes
lawn bags
grass seed
burlap
hose

RELATED "ACADEMIC" OBJECTIVES

concept distinction between weeds and plants
concept that weeds hinder plant growth

EVALUATIVE CRITERIA

1. Student will rake leaves, plant grass seed in 2'x2' area.

2. Student will orally state at least two reasons for weeding, raking and grass seeding.

3. Student will demonstrate weed pulling and disposal.

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will demonstrate correct techniques for preparing, planting and maintaining flower and vegetable gardens.

LEARNING ACTIVITIES

1. Discuss the reasons for preparing and maintaining flower and vegetable gardens. Explain some aesthetic and economic reasons.
2. Demonstrate turning over a garden with a garden fork and removal of debris. Have student practice.
3. Demonstrate seeding of plants and transplanting procedures. Let student practice this.
4. Demonstrate fertilization and watering of garden plants and explain appropriate times for these activities. Have student practice.
5. Demonstrate re-potting a rooted cutting. Allow practice.

VOCABULARY

garden fork
vegetable
roots
splints
furrow
transplant
seed
vines
fertilizer
plant
flower

TEACHING AIDS/RESOURCES

garden tools
seeds
string
labels
plants
water
seedlings
hose
fertilizer
stakes

RELATED "ACADEMIC" OBJECTIVES

concept development on differences between flowers, vegetables and weeds
concept on requirements for plant and flower growth

EVALUATIVE CRITERIA

1. The student will orally state at least two reasons for having a plant and flower garden.

2. The student will prepare soil for a vegetable or flower garden by performing in compliance with the Task Analysis Sheet, Preparing Soil, with 90% accuracy within a specified time limit (individualized).

3. The student will demonstrate indoor planting procedures by performing in compliance with the Task Analysis Sheet, Indoor Planting, with 90% accuracy.

4. The student will demonstrate plant care by performing in compliance with the Task Analysis Sheet, Plant Care, with 90% accuracy.

5. The student will demonstrate plant transplanting procedures by performing in compliance with the Task Analysis Sheet, Transplanting Plants, with 90% accuracy.

NAME ____________________

DATE ____________________

UNIT #5 Maintaining Your Home

TASK Preparing Soil in a Garden

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Obtains garden fork or spade........					
Properly holds and digs soil with a garden fork or spade.............					
Spades deeply, turns soil over and removes large roots and sticks while burying smaller organic matter........................					
Prepares the garden in an orderly fashion so as to avoid missing any area......................					
Realizes when job is done..........					
Returns tools to storage area.......					

NAME ____________________

DATE ____________________

UNIT # 5 Maintaining Your Home

TASK Indoor Planting

Enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Makes large and small pots from milk cartons....................					
Punches holes in bottom of small pot and places a layer of gravel on the inside of the large pot........					
Fills small pot 7/8 full with fertilized potting soil............					
Selects seeds......................					
Evenly spaces seeds (about 4-6 seeds in small pot) and pushes below surface 1/8 inch to 1 inch, depending on the size of the seed and the directions on the package.....					
Places small pot on gravel in large pot and waters soil with a fine mist...........................					
Places pots until germinated in 60°-65° F. temperature without sunlight					
Waters daily with a fine mist.......					
After germination, places pot in sunlight and waters daily until plants are large enough for transplanting.........................					

Home and Family Living Laboratory
380 Colborne Street
St. Paul, Minnesota 55102

NAME ____________________

DATE ____________________

UNIT #5 Maintaining Your Home

TASK House Plant Care

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Checks house plants daily for dryness........................					
Identifies those plants which need water........................					
Obtains room temperature water in pouring type container and cloth for spills........................					
Puts in measured amount of fertilizer........................					
Wets plant slowly until water appears at drain hole of pot..............					
Puts equipment away..............					
Rechecks plants to see if any more wiping is required..............					
Gently wipes leaves of larger plants					

Home and Family Living Laboratory
380 Colborne Street
St. Paul, Minnesota 55102

NAME ______________________

DATE ______________________

UNIT #5 Maintaining Your Home

TASK Transplanting House Plants

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student Has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes need to move plant to different, usually larger container					
Obtains container of slightly larger size					
Puts down newspaper and gathers plant, pot and related tools					
Gently transfers plant to larger pot					
Adds more soil, if required					
Saves any leftover potting soil					
Waters newly potted plant					
Cleans up work area					

[illegible] Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

29

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will sweep and clean the walkways, driveways and garage (if applicable).

LEARNING ACTIVITIES

1. Discuss the reasons for maintaining clean walkways and a clean garage. Discuss the safety aspect of keeping walkways, driveways and garage clear of debris such as, oily rags, nails, rocks, etc.

2. Demonstrate proper sweeping method and removal of debris. Have student practice this.

VOCABULARY

trash
litter

TEACHING AIDS/RESOURCES

broom
lawn bags
dustpan

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

1. The student will sweep and remove debris from walkways, driveways and garage (See Task Analysis Sheet for Sweeping Floors).

2. The student will state at least two reasons for maintaining clean walkways, driveways and garage.

29[illegible]

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will remove from storage and prepare yard maintenance equipment for spring use.

LEARNING ACTIVITIES

1. Explain the necessity for preparing and reconditioning yard maintenance equipment.
2. Demonstrate the removal of maintenance equipment from storage. Demonstrate the inspection of the individual items. Demonstrate the reconditioning of them accordingly, e.g. lubrication of lawn mower, trimming shears, sprinkler, sharpening of hoe, shovel, spade, shears, hose removal and connection and general repair of equipment.
3. Have student practice reconditioning individual items.

VOCABULARY

2-wheel hauler
hose connection
dull
oil
file
wheelbarrow
sharpener
coil
lubricate

TEACHING AIDS/RESOURCES

yard maintenance equipment
storage area
file
sandpaper
oil can

RELATED "ACADEMIC" OBJECTIVE

distinction between dull and sharp

EVALUATIVE CRITERIA

1. Student will sharpen a shovel with a file.
2. Student will lubricate a lawn mower, shears and sprinkler.
3. Student will remove, connect and coil a lawn hose.
4. Given a variety of items of yard maintenance equipment, the student will recognize the need for and do minor repairs.

UNIT #8: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will prepare lawn furniture for spring use.

LEARNING ACTIVITIES

1. Explain the necessity for preparing lawn furniture for spring use.
2. Demonstrate the inspection of lawn furniture for needed repairs.
3. Demonstrate the methods for reconditioning lawn furniture, e.g. sanding rust spots, applying primer and paint, tightening or replacing fastening devices. Have student practice.
4. Demonstrate proper method for washing lawn furniture and have student practice.

VOCABULARY

screw
primer
washer
lock washer
bolt
nut
rust

TEACHING AIDS/RESOURCES

lawn furniture
hand tools
paint
primer
sandpaper
washing materials

RELATED "ACADEMIC" OBJECTIVE

concept development on the reasons for proper maintenance of lawn furniture (visual appeal, neighborhood relations, economic reasons).

EVALUATIVE CRITERIA

1. Student will inspect and make simple repairs on lawn furniture.
2. Student will properly wash lawn furniture.
3. Student will orally state at least two reasons for repairing and maintaining lawn furniture.

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will take steps to maintain adequate ventilation and temperature control.*

LEARNING ACTIVITIES

1. Explain some of the reasons for maintaining adequate ventilation and temperature levels. Include health, comfort and economic reasons.

2. Demonstrate how to use fans, windows and window shades to provide adequate ventilation and comfortable temperature levels. Have student practice.

3. Explain the hazards involved with the use of a fan.

VOCABULARY

exhaust fan
window shade
ventilation

humidity
temperature
on/off switch

TEACHING AIDS/RESOURCES

fans
windows
window shades

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

1. The student will place a portable fan in a safe place and demonstrate operation.

2. The student will state at least one hazard to avoid in operating a fan.

3. The student will state at least two reasons for proper ventilation in the home.

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will take steps to maintain pest control in house interior.*

LEARNING ACTIVITIES

1. Explain the need for pest control in the home. Discuss the ways to recognize the existence of pests in the home and the different methods for their removal.
2. Demonstrate some methods of pest control.
3. Have student practice locating and setting up pest control devices.
4. Explain the hazards of using pest control devices and stress the safety precautions that are necessary.

VOCABULARY

poison
pests
mouse trap
rat trap
insecticide

TEACHING AIDS/RESOURCES

pictures of household pesticides

RELATED "ACADEMIC" OBJECTIVES

concept development on the dangers of poison and safety precautions.
sight word vocabulary development on critical words used in pest control.

EVALUATIVE CRITERIA

1. The student will take steps to maintain pest control in the house interior.
2. The student will state at least two hazards of using pest control devices and will take proper safety precautions.
3. The student will state at least two reasons for the need for pest control in the house interior.
4. The student will check weekly in household areas where pests may commonly occur, e.g. under sink, near garbage container.

* Not for the Lowest Functioning Students

UNIT #5: MAINTAINING YOUR HOME

TOPIC C: Things to do in the Spring

OBJECTIVE: The student will demonstrate skill (to the extent of his abilities) in exterior house painting.*

LEARNING ACTIVITIES

1. Explain reasons for exterior house painting (life of siding and trim, visual appeal, relationship to neighbors).
2. Demonstrate proper methods of removing old paint and applying new (including use of stepladder, paint brush, paint pad, stirring stick, masking tape, wire brush, paint scraper, etc. Include how to open and close paint can, stir paint, select right size brush, clean brush, pad and equipment, cover garden and grass to keep paint off, scrape paint off windows, etc.). Student practice these methods.
3. Explain the dangers involved in exterior house painting. Watch student practice safety precautions in exterior house painting.

VOCABULARY

exterior
paint stick
paint pad
latex (water base)
oil base paint
roller
siding
drop cloth
trim

TEACHING AIDS/RESOURCES

paint
paint stick
can opener
brush cleaner
paint pad
drop cloth
masking tape
stepladder
wire brush
paint scraper
paint brushes

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will orally state at least three reasons for exterior house painting.
2. The student will remove old paint and apply new paint to a house exterior in compliance with the Task Analysis Sheet for Exterior House Painting, at an accuracy level specified for him.
3. The student will demonstrate at least two safety precautions in exterior house painting.

* Not for the Lowest Functioning Students

NAME ____________________

DATE ____________________

UNIT # 5 Maintaining Your Home

TASK Exterior House Painting

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Scrapes surfaces free of chipped, peeling paint....................					
Thoroughly mixes paint in can.......					
Pours small amount of paint into paint bucket....................					
Carries paint and brush to work area					
Carefully sets up stepladder, if needed..........................					
Sets paint bucket on ladder or level ground..........................					
Begins painting at upper reach level					
Completes assigned area............					
Pours leftover paint into can and covers can......................					
Cleans brush and bucket with soap and water.......................					

Basic and Daily Living Laboratory
380 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will recognize various problems in house maintenance that he is incapable of handling alone and will seek help in solving these problems, e.g. plugged rain gutters, leaky roof, shorts in electrical wiring, leaky pipes, malfunctioning water heater, malfunctioning furnace, holes in ceiling plaster, etc.

LEARNING ACTIVITIES

1. Point out to the student various problem areas involving house maintenance that they are incapable of handling alone. Explain how to tell if a problem exists.

2. Demonstrate how to call or contact the landlord, caretaker or repairman depending on the individual situation. Have student practice and/or role play.

VOCABULARY

names of house parts

names of house machines and equipment

TEACHING AIDS/RESOURCES

illustrations of equipment malfunctioning or otherwise defective.*

RELATED "ACADEMIC" OBJECTIVE

oral communication skill development in obtaining assistance.

EVALUATIVE CRITERIA

1. The student will identify house maintenance problems that he is incapable of handling alone by pointing out pictures of them from a series of pictures of household situations needing repair.*

2. The student will demonstrate ability to call or contact the landlord, caretaker or repairman depending on the individual situation by role playing or simulating situations.

* Some appropriate pictures are available in the Better Homes and Gardens Handyman Book (Meredith Press). Other handyman books might have suitable pictures also.

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will take appropriate steps to unplug drains and toilet.*

LEARNING ACTIVITIES

1. Explain how drains get plugged and what hazards and inconveniences are then caused.
2. Demonstrate safe procedures of unplugging drains and toilet, (including use of plungers, drain-freeing chemicals and drain snake cable). Have student practice.
3. Emphasize safe storage of drain-freeing chemicals and other household poisons.
4. Plug toilet with an overdose of tissue and have students practice plunging it down.

VOCABULARY

drain snake cable
plunger
plug
names of drain-freeing chemicals

TEACHING AIDS/RESOURCES

plungers
drain-freeing chemicals
drain snake cable
drains
toilet

RELATED "ACADEMIC" OBJECTIVES

concept development on the necessity for adequate water and waste disposal for maintenance of a healthy environment.

sight word vocabulary development on words critical to use of drain-freeing chemicals

---

EVALUATIVE CRITERIA

1. The student will state at least three hazards and/or inconveniences of plugged drains and toilets.
2. The student will safely unplug drains and toilets using different drain-freeing devices.
3. The student will state at least two reasons for the need for safe storage of drain-freeing chemicals.

* Not for the Lowest Functioning Students

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-scheduled Maintenance

OBJECTIVE: The student will safely change light bulbs and fuses.*

LEARNING ACTIVITIES

1. Explain the hazards and inconveniences involved with the burning out of a light bulb and fuse and explain when and how to seek help, and when to fix it.
2. Demonstrate how to turn off master electrical switch on fuse box, locate blown fuse, replace blown fuse with a new fuse of identical amperage and turn on master switch. Emphasize safety. Have student practice.
3. Demonstrate safe replacement of burned out light bulb with bulb of identical wattage. Have student practice.

VOCABULARY

light bulb
fuse
fuse box
socket
master switch
watts (in relation to light bulb)

TEACHING AIDS/RESOURCES

light bulbs
sockets
fuse box
fuses

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

1. The student will orally state at least two examples of hazards and/or inconveniences of burned out light bulbs and fuses.
2. The student will safely change light bulbs and replace fuses.

* Not for the Lowest Functioning Students

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will safely remove or cover broken window glass for a temporary repair.

LEARNING ACTIVITIES

1. Show student broken window pane and discuss making a temporary repair to keep out weather, insects, etc.
2. Demonstrate covering the break with light cardboard and tape. Emphasize caution with sharp edges.
3. Have student practice.
4. Explain how a permanent repair could be made, e.g. taking window to Hardware Store or having repair person come to the house.

VOCABULARY

sharp edges
temporary
pane

TEACHING AIDS/RESOURCES

tape
light cardboard (cereal boxes)
heavy paper (paper bags)

RELATED "ACADEMIC" OBJECTIVE

concept related to using items commonly "saved" or easily available at home

---

EVALUATIVE CRITERIA

1. Student will cut light cardboard and tape it in place over broken and/or cracked area of window pane.
2. Student will orally state two ways of getting a window repaired.

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will demonstrate skill in wall and ceiling painting (to the extent of his abilities).*

LEARNING ACTIVITIES

1. Explain how to determine when and why a wall or ceiling needs painting.

2. Demonstrate proper surface preparation for painting. Have student practice (include washing, scraping, sanding, etc.).

3. Explain different types of paints and paint applicators and the advantages of each. (Ex., latex and oil-base paints, gloss, semi-gloss and flat paint, paint pads, edgers, rollers, sprayers and nylon bristle brushes).

4. Demonstrate the use of different paint applicators, the stepladder, drop cloth, masking tape, etc. in applying paint to ceiling and walls. Have student practice.

VOCABULARY

latex
drop cloth
stepladder
gloss
semi-gloss
masking tape
oil base
paint pan
paint stick
roller pan
edger
sprayer
roller

TEACHING AIDS/RESOURCES

paint
brushes
sander
scraper
drop cloth
paint stick
walls
ceiling
paint cleaning materials
stepladder
other paint applicators
washing materials

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will state two ways of determining when and why a wall needs painting.

* Not for the Lowest Functioning Students

2. The student will demonstrate procedures for preparing a wall for painting by washing, scraping and/or sanding.

3. The student will demonstrate ability to safely use different applicators and painting materials to paint ceiling and walls in compliance with the Task Analysis Sheet for Painting and Sealing Interiors, at an accuracy level specified for him.

NAME ______________________

DATE ______________________

UNIT # 5 Maintaining Your Home

TASK Painting and Sealing Interiors

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial with Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Recognizes the need for painting....					
Determine what color paint is in the paint can..........................					
Mix paint without spilling contents..					
Determine when paint is thoroughly mixed..................................					
Determine proper thickness of paint for job................................					
Open paint can..........................					
Add thinner to paint properly........					
Use paint throws or newspaper for dripping..................................					
Apply paint on work; not on floor, body, etc..............................					
Clean up all brushes and equipment...					

Rating is same for varnish & shellac

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will wash a car using home procedures.

LEARNING ACTIVITIES

1. Discuss the equipment necessary to do the job.
2. Have student bring necessary equipment to washing area.
3. Explain logical sequence in washing and rinsing various parts.
4. Repeat steps as necessary.
5. Demonstrate proper method of washing and polishing inside and outside of car windows using window cleaner and paper towels. Have student practice.
6. Have student return equipment to storage area.
7. Have student wash and rinse scrub rags and hang them to dry.
8. Have students check car for skips and remediate.

VOCABULARY

buckets
scrub rags/sponge
wash
window cleaner
paper towel
rinse

TEACHING AIDS/Resources

scrub bucket
scrub rags/sponge
garden hose and spray nozzle (optional)
window cleaner
paper towel

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

The student will wash, rinse and wipe dry an automobile, checking it afterward to find any skipped areas. 95% of major exterior parts will be without skips.

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will recognize leaking faucet and will correctly replace washer.*

LEARNING ACTIVITIES

1. Call attention to leaky faucet. Install faulty washer to make it leak.
2. Explain the need for shutting off the main water supply valve before starting repair job. Supervise water shut-off.
3. Demonstrate method of disassembling water faucet. Have student practice.
4. Demonstrate method of replacing worn faucet washer with a new one of the correct size. Have student practice.
5. Demonstrate method of reassembling water faucet. Have student practice.

VOCABULARY

washer
proper size
wrench
water shut-off valve

TEACHING AIDS/RESOURCES

wrenches
screw driver
package of assorted faucet washers

RELATED "ACADEMIC" OBJECTIVES

size discrimination concept
size comparison concept

EVALUATIVE CRITERIA

When confronted with a leaking faucet, the student will turn off water supply valve, assemble equipment, replace washer and turn water back on again. The student may refer to a picture sequence chart.

* Not for the Lowest Functioning Students

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will properly use the basic hand tool, screw driver, inside the home.

LEARNING ACTIVITIES

1. Explain the difference between a straight shank and a phillips screw driver.
2. Demonstrate the use of each by driving both types of screws into a board. Have student practice this.
3. Demonstrate how to use screw driver to remove and replace screws in wall switch covers, cabinet handles, etc. Have student practice this.

VOCABULARY

screw driver
phillips

TEACHING AIDS/RESOURCES

straight shank and phillips screw drivers
straight shank and phillips screws
practice boards with handles, latches, etc. to mount and unmount
cabinet or chest of drawers
wall switches

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

Student will use both types of screw drivers for two small jobs, i.e. drive a slotted screw and a phillips screw.

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will properly use the basic hand tool, claw hammer, inside the home.

LEARNING ACTIVITIES

1. Demonstrate proper method of holding hammer to drive small nails. Have student practice.
2. Demonstrate proper method of removing unwanted or bent nails using a claw hammer. Have student practice.

VOCABULARY

claw hammer
nail

TEACHING AIDS/RESOURCES

hammer
small nails
practice boards

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Student will drive and pull 3 nails using a claw hammer.

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will properly use the basic hand tool, combination pliers, inside the home.

LEARNING ACTIVITIES

1. Explain the uses of the pliers and demonstrate how it can be adjusted for different size jobs.

2. Demonstrate various uses of pliers, e.g. holding a nut for tightening, pulling small nails, loosening stuck zipper, making a loop in the end of a piece of wire). Have student practice.

VOCABULARY

pliers
nut
zipper
wire

TEACHING AIDS/RESOURCES

pairs of pliers
nuts and bolts
practice boards
wire
zipper

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Student will use pliers for two small jobs, i.e. make a loop in end of wire and tighten a nut on a bolt.

3

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will properly use the basic hand tool, "c" clamp, inside the home.

LEARNING ACTIVITIES

1. Explain why a "c" clamp is valuable in putting objects together with glue.
2. Demonstrate proper method of clamping wood pieces together with a "c" clamp. Have student practice.
3. Demonstrate removal of dry glue "drips" or excess.

VOCABULARY

"c" clamp
glue
project or furniture piece needing repair

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. Student will use a "c" clamp in clamping pieces together with glue.
2. Student will remove dry glue excess.

UNIT #5: MAINTAINING YOUR HOME

TOPIC D: Non-Scheduled Maintenance

OBJECTIVE: The student will properly use the basic hand tool, sanding block, inside the home.

LEARNING ACTIVITIES

1. Demonstrate the proper method of using a sanding block to smooth with the grain of wood and to smooth end grain. Have student practice this.

2. Demonstrate how to install new sandpaper on the sanding block. Have student practice this as needed.

VOCABULARY

sanding block
sandpaper

TEACHING AIDS/RESOURCES

sanding blocks
sandpaper
wood project or furniture piece to be refinished

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Student will use a sanding block to smooth wood objects making it smooth enough not to snag a nylon stocking rubbed on the piece.

UNIT #6: HOME EMERGENCIES

Topic A: Home Fires

The student will demonstrate escaping from a burning house and finding a safe place.

The student will demonstrate summoning help for emergencies by calling or finding someone to help.*

The student will show where a fire could start in the home and how to respond to existing hazards.*

The student will demonstrate rolling in a fire blanket.

Topic B: Home Floods

The student will demonstrate the skills required to handle a flooded basement or other household flood.

The student will demonstrate responding to the problems involved in preventing and taking care of a leaking or broken water pipe.*

The student will demonstrate knowledge of what to do if the roof or walls start to leak.*

Topic C: Electrical and Natural Gas Emergencies

The student will change a burned out light bulb.

The student will recognize the smell of natural gas and know the steps that must be taken when detected.*

Topic D: Personal Injuries

The student will use cold water and/or ice on a small burn, if necessary.

The student will wash and bandage a small cut or abrasion, if necessary.

The student will summon help for someone who has fallen without moving the victim.

* Not for the Lowest Functioning Students

UNIT #6: HOME EMERGENCIES

TOPIC A: Home Fires

OBJECTIVE: The student will demonstrate escaping from a burning house and finding a safe place.

LEARNING ACTIVITIES

1. Lead tour of Home and Family Living Laboratory pointing out first class exits, (front, back, basement doorways).
2. Lead tour of Home and Family Living Laboratory pointing out all second class exits, (windows on first floor and basement).
3. Lead tour of Home and Family Living Laboratory pointing out all third class exits, (any opening big enough to get out above the first floor).
4. Demonstrate how to open windows. Show how to clean sides if window has to be broken. Have window opening practice.
5. Lead discussion on setting up an escape plan for every room and area in the Home and Family Living Laboratory.
6. Caution students about what to look for while escaping from a burning house, such as, rooms on fire and hallways on fire should not be used in the escape.
7. Lead a discussion on where to go after you have escaped from your home. (Ex., the Home and Family Living Laboratory to the school and your house to a neighbor's house.)
8. Explain the difference if you're living in an apartment or a rooming house. Discuss letting other people know about the fire.

VOCABULARY

escape
window
apartment
exit
caution
alarm
hallway
rooming house

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVES

EVALUATIVE CRITERIA

1. While in the Home and Family Living Laboratory, the student will point out all escape routes.

2. Given a contrived fire emergency situation, the student will find and use the nearest and/or most appropriate escape route.

3. Student will have 100% success in leaving a building during fire drills.

UNIT #6: HOME EMERGENCIES

TOPIC A: Home Fires

OBJECTIVE: The student will demonstrate summoning help for emergencies by calling or finding someone to help.*

---

1. Show students where telephones are located in the Home and Family Living Laboratory. (Phone will be used in an emergency when there is time.)
2. Show proper way to reach an operator using a tele-trainer first, then a real telephone.
3. Demonstrate the procedure that must be followed when making an emergency call, a) give your full name, b), address, c), information on the kind of emergency it is.
4. Discuss why it's important to keep quiet and calm in emergencies of all kinds.
5. Have students practice making emergency telephone calls on the tele-trainer, in simulated problems, and/or role playing.

VOCABULARY

telephone
calm
neighbor
operator
address
emergency

TEACHING AIDS/RESOURCES

Bell Telephone tele-trainer

RELATED "ACADEMIC" OBJECTIVES

knowledge of their full names and addresses
knowledge of how to use a telephone
knowledge of persons who can provide help in emergencies

EVALUATIVE CRITERIA

Given the information that there is an emergency, (unexpected notification), the student will use the telephone to summon assistance. 90% accuracy on the Task Analysis Sheet for Summoning Assistance with a specified time limitation (individually determined but realistic for being able to handle real emergencies) should be the performance criteria.

* Not for the Lowest Functioning Students

NAME ______________________

DATE ______________________

UNIT # 6 Home Emergencies

TASK Summoning Assistance

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Realizes an emergency exists........					
Knows what the emergency is.........					
Decides who should be called by telephone........................					
Describes the emergency..............					
Gives pertinent information to person concerned......................					
Maintains appropriate poise and composure..........................					

UNIT #6: HOME EMERGENCIES

TOPIC A: Home Fires

OBJECTIVE: The student will show where a fire could start in the home and how to respond to existing hazards.*

LEARNING ACTIVITIES

1. Show a film on fires in the home. Lead a discussion on the film. Lead a discussion comparing the house in the film, the Home and Family Living Laboratory and student's home.
2. Lead a tour through the Home and Family Living Laboratory to find grease on the stove, oily rags in a closet or basement corner, and a collection of old newspapers. Point out baseboard plugs overloaded, old electric wiring and areas in which to check for a gas leak.
3. Have the students practice going through the Home and Family Living Laboratory looking for and identifying fire hazards.
4. Demonstrate appropriate ways of disposing of potential fire hazards.

VOCABULARY

fire
grease
rags
newspaper
basement
wiring
overload
stove
baseboard plugs

TEACHING AIDS/RESOURCES

overloaded plug
collection of old newspapers
grease on stove
oily rags
Home and Family Living Laboratory filmstrip, Safe?
Film entitled, The Nobel Breed

RELATED "ACADEMIC" OBJECTIVE

concept development on fire and how it starts

EVALUATIVE CRITERIA

1. The student will point out at least five places in a home where fires are most likely to start.

* Not for the Lowest Functioning Students

2. Given a contrived problem involving the "planting" of two or more fire hazards, the student will be able to identify the hazards and dispose of them or act appropriately in eliminating the problem.

UNIT #6: HOME EMERGENCIES

TOPIC A: Home Fires

OBJECTIVE: The student will demonstrate rolling in a fire blanket.

LEARNING ACTIVITIES

1. Discuss how clothing and/or hair can catch fire in a home.
2. Show locations of all fire blankets and throw rugs in the Home and Family Living Laboratory.
3. Have each student practice rolling in a fire blanket.
4. Have each student practice rolling in a rug.

VOCABULARY

smother
flames
scorch
emergency

TEACHING AIDS/RESOURCES

fire blankets
throw or scatter rugs

RELATED "ACADEMIC" OBJECTIVE

concept development related to combustion

EVALUATIVE CRITERIA

Without prior warning the student will be told he has clothing in flames and he is to roll immediately in blanket or nearby rug. The student will respond by complying.

UNIT #6: HOME EMERGENCIES

TOPIC B: Home Floods

OBJECTIVE: The student will demonstrate the skills required to handle a flooded basement or other household flood.

LEARNING ACTIVITIES

1. Explain the different kinds of flooding:

   a) leaky pipe
   b) broken pipe in house
   c) broken pipe outside of house
   d) heavy rain
   e) laundry flood

2. Explain steps for each emergency:

   a) tape pipe - clean up or call plumber
   b) turn off water, call plumber, clean up
   c) call City Water Dept., clean up after the problem is remedied
   c) dry up, call landlord

3. Explain safety pointers:

   a) never touch wires in the basement if it's flooded
   b) call for help if wires are sparking or fuse box is under water

4. Demonstrate when the floor is just wet:

   a) mop area
   b) open windows to help dry up the floor
   c) use fan blowing across wet area from dry location

5. Show how to look for water damage.

VOCABULARY

rain
broken pipe
flood
plumber
water damage
mop/bucket
sparking
fuse box

TEACHING AIDS/RESOURCES

mop
tape
telephone
bucket
window
fan
Home and Family Living Laboratory basement

RELATED "ACADEMIC" OBJECTIVES

oral communication skills development
concept development on the hazards of water and electrical wiring

EVALUATIVE CRITERIA

1. Students will relate at least three ways a basement can flood. 100% accuracy will be required.
2. Student will relate who should be called in each of the following situations:
    a) leaky pipe
    b) broken pipe in house
    c) broken pipe outside of house
    d) heavy rain
3. Given one of the situations above, the student will role play the calling of an appropriate person to report the problem. Acceptable performance will be based on the evaluator's judgment of each student's level of performance on the following:
    a) appropriateness of person called
    b) accuracy in communicating problem
    c) clarity of speech in communicating
4. Student will mop up spilled water.

UNIT #6: HOME EMERGENCIES

TOPIC B: Home Floods

OBJECTIVE: The student will demonstrate responding to the problems involved in preventing and taking care of a leaking or broken water pipe.*

LEARNING ACTIVITIES

1. Lead a discussion on the importance of checking all water pipes periodically.
2. Show how to turn off the water for the whole house in time of emergency. Let students practice.
3. Demonstrate how to tape a leaking pipe.
4. Discuss the steps to be taken with a pipe that will not stop leaking or is broken, a) first, turn off the water, b) mop up the water, c) see where the pipe is leaking or is broken, d) call plumber, social worker, neighbor or friend for advice.

VOCABULARY

leaking
pail
tape
mop
pipe
broken
bucket

TEACHING AIDS/RESOURCES

mop and pail
pipes
roll of tape
telephone

RELATED "ACADEMIC" OBJECTIVE

oral communication skills development

EVALUATIVE CRITERIA

1. The student will tell where open pipe areas are and how to inspect them for leaks.

* Not for the Lowest Functioning Students

2. The student will demonstrate how to tape a leaking pipe.
3. The student will demonstrate competency in calling an appropriate person to report a leaky or broken pipe by role playing.

Performance will be evaluated on the following:

a) appropriateness of the person called
b) accuracy in communicating problem
c) clarity of speech in communicating.

UNIT #6: HOME EMERGENCIES

TOPIC B: Home Floods

OBJECTIVE: The student will demonstrate knowledge of what to do if the roof or walls start to leak.*

LEARNING ACTIVITIES

1. Explain reasons walls or roof and ceilings may leak.

   a) due to rain:

      1) roof may have a hole in it.
      2) windows may not be closed.
      3) outside wall may have a crack.
      4) window may be broken.

   b) due to a broken pipe:

      1) pipe may flood basement.
      2) pipe may flood walls on first or second floor. walls will change color and fall in.
      3) pipe may flood between ceiling of first floor and floor of second. Water would drip into rooms on first floor or below.

   c) due to careless use of water:

      1) sinks may overflow.
      2) bathtubs may overflow.
      3) showers may be used carelessly.
      4) water hose may be carelessly used.
      5) washing floors the wrong way.

2. Lead discussion on what can be done about leaks:

   a) if the leak is due to rain, the owner of the house or apartment should be called to fix it (unless it's a window left open).

   b) if the leak is due to a broken pipe, call the landlord or a plumber. If it is a bad leak, turn off the water.

   c) if it is due to carelessness, turn off the water and clean up.

3. Lead a discussion on who to call for help if a lot of damage is done.

* Not for the Lowest Functioning Students

VOCABULARY

rain
cleanup
roof
shower
carelessness
flood
ceiling
bathtub
floor
careless
discolor
turn off
wall
sink

TRAINING AIDS/RESOURCES

exposed wall so students can see pipes
telephone
sink
bathtub
mop
bucket

RELATED "ACADEMIC" OBJECTIVE

oral communication skills development

EVALUATIVE CRITERIA

1. The student will orally relate and/or point out at least three places where walls or ceilings may leak. 100% accuracy will be required.

2. The student will locate all visible pipes in the Home and Family Living Laboratory and report whether there is a leak or not. 100% accuracy on all locating tasks and leak/no leak decisions will be required.

3. Given a specific leaking problem and probable cause, the student will role play the calling of an appropriate person to report the problem of leaking and request advice or assistance. Acceptable performance will be based on the evaluator's judgment of each student's level of performance on the following: a) appropriateness of person called, b) accuracy in communicating problem and probable cause, c) clarity of speech in communicating.

UNIT #6: HOME EMERGENCIES

TOPIC C: Electrical and Natural Gas Emergencies

OBJECTIVE: The student will change a burned out light bulb.

LEARNING ACTIVITIES

1. Explain the reasons a bulb may not go on.
   - a) bulb may be burned out.
   - b) electricity may be off in the neighborhood.
   - c) fuse may be burned out.
   - d) a problem in the wiring.
2. Discuss the steps to check burned out light bulbs.
   - a) first see if other bulbs light. If not, check with a neighbor.
   - b) check to see if light bulb is burned out. Make sure switch is off before removing.
   - c) if bulb is o.k. report problem in lamp or outlet.

VOCABULARY

fuse
blackout
bulb
switch
socket

TEACHING AIDS/RESOURCES

light bulb
socket

RELATED "ACADEMIC" OBJECTIVE

concept development on how lights work

EVALUATIVE CRITERIA

1. Given a burned out light bulb in a lamp, the student will test to determine whether it is a burned out bulb, and then proceed to install and check a new bulb.

2. Given a new bulb in a defective lamp (not known to him), the student will test to determine whether it is a burned out bulb and then proceed to report the problem in the lamp to an appropriate person in a role playing situation.

UNIT #6: HOME EMERGENCIES

TOPIC C: Electrical and Natural Gas Emergencies

OBJECTIVE: The student will recognize the smell of natural gas and know the steps that must be taken when detected.*

LEARNING ACTIVITIES

1. Discuss how gas is used in a home.
    - a) for heat
    - b) for hot water
    - c) for cooking
2. Discuss the use of a pilot light and the dangers of a gas explosion.
3. Explain what gas smells like. N.S.P. gas cards can be used.
4. Discuss the need to call the Gas Company immediately when there is a strong odor of gas and let them handle the problem.
5. Have students practice shutting off main gas valve.

VOCABULARY

pilot light
cooking
heat
gas
explosion
immediately

TEACHING AIDS/RESOURCES

telephone
natural gas card from N.S.P., St. Paul, Minnesota
gas stove or water heater

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Given the information that there is a gas leak, the student will demonstrate what to do by complying with the Task Analysis Sheet for Shutting Off Main Gas Valve, with 100% accuracy. Evaluation of the step of telephoning for assistance should involve the same criteria as used previously.

* Not for the Lowest Functioning Students

NAME____________________

DATE________________

UNIT # 6 Home Emergencies

TASK Shutting Off The Main Gas Valve

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Trial With Teacher Support	3. Immediately After Practice of Step	4. Post Test -When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Realize an emergency exists.........					
Know what the emergency is..........					
Know where main gas valve is........					
Know where "off" position is........					
Turn valve to "off" position........					
Telephone for assistance............					

Home and Family Living Laboratory
360 Colborne Street
St. Paul, Minnesota 55102

UNIT #6: HOME EMERGENCIES

TOPIC D: Personal Injuries

OBJECTIVE: The student will use cold water and/or ice on a small burn, if necessary.

LEARNING ACTIVITIES

1. Discuss minor burns resulting from cooking accidents or other household activities.

2. Have students take turns having a pretend burn and 1) hold injury under cold water and 2) apply ice cube. Stress having the burn looked at by neighbor or friend to be sure further attention is not required.

3. Role play a burned finger incident and have students practice helping.

VOCABULARY

burn
blister
infection

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

Given a role play situation in which someone has a small burn, the student will assist the victim in using cold water and/or ice on the burned area.

UNIT #6: HOME EMERGENCIES

TOPIC D: Personal Injuries

OBJECTIVE: The student will wash and bandage a small cut or abrasion if necessary.

LEARNING ACTIVITIES

1. Discuss small cuts and abrasions.
2. Make an immediate lesson out of any small injury by doing the following:
   a) tell and encourage the student to wash the wound. Do not do it for the person.
   b) tell and use gestures, but do not apply a bandage or bandaide for the person. The best results come from independent action.
   c) praise the careful washing, drying and bandage application.
3. Discuss and encourage the use of clean and dry bandaides when one becomes soiled or wet.
4. Discuss the importance of having someone check the wound until it has healed.

VOCABULARY

wound

abrasion

bandage

TEACHING AIDS/RESOURCES

Project More - bandaging
simple first aid kit with assorted bandage materials

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. Given an actual personal wound, the student will wash, dry and bandage the area without assistance.
2. Given a "magic marker" wound, the student will wash, dry and bandage the area without assistance.
3. The student will state that only dry bandages should be worn.

UNIT #6: HOME EMERGENCIES

TOPIC D: Personal Injuries

OBJECTIVE: The student will summon help for someone who has fallen without moving the victim.

LEARNING ACTIVITIES

1. Discuss accidents in the home that could involve a fall. Explain that,when a person cannot get himself up, the injury may be very serious.

2. Explain that the victim should not be moved, but that help should be summoned from

    a) an adult in the house
    b) a nearby neighbor
    c) police or fire department

3. Role play situations involving a fall until each student has a chance to practice summoning help in the way which is most appropriate for him.

VOCABULARY

internal injuries
specialist
victim

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVES

verbal communication in getting help
non-verbal communication in getting help

EVALUATIVE CRITERIA

Given a role played situation of someone unable to get up from a fall, the student will summon help in the manner he/she has practiced.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

Topic A: Self-oriented Activities Within the Home

The student will use audio-visual resources found within the home for entertainment.

The student will participate in entertainment involving physical activities in his residential area (walking, window shopping, biking, swimming, skating, sliding and snow activities).

The student will participate in games and hobbies.

The student will demonstrate performing and maintaining appropriate home routine exercises for physical fitness.

The student will participate in entertainment as a spectator observing others in outdoor activities.

The student will find entertainment as a spectator observing others participating in activities.

The student will use local movie theaters as a means of entertainment by independently traveling to and attending a movie.*

The student will attend community sponsored functions for entertainment purposes by independently traveling to and from a community event.*

Topic B: Group-oriented Activities Within the Home

The student will converse with a small informal group within his home (television, talking, informal visits).

The student will participate in small group games, hobbies, activities within the home.

The student will relate knowledge of eligibility to belong to community sponsored organizations, (scouting, 4-H, Church, YMCA, YWCA, CYC, Associations for Retarded Citizens.

The student will plan, organize and carry out a party within his home under parental supervision (special occasion, overnight, dance, dinner).*

* Not for the Lowest Functioning Students

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Within the Home

OBJECTIVE: The student will use audio-visual resources found within the home for entertainment.

LEARNING ACTIVITIES

1. Take student through house showing available audio-visual resources. Demonstrate the properties of television, radio, phonograph and telephone.

2. Demonstrate operation of radio

   a) discuss turning on, off, volume, tuning, etc.
   b) allow student to experiment.
   c) ask student to tune to different items on the radio (rock music, news, sports events, etc.).
   d) discuss programs student have listened to.

3. Demonstrate operation of television

   a) discuss turning on, off, changing channels and making adjustments.
   b) direct student in these procedures and let him experiment.
   c) ask student to tune to different items on the television (news, sporting events, cartoons, weekly series, movies).

4. Demonstrate operation of phonograph

   a) discuss controls of phonograph.
   b) direct students in this procedure, and let him experiment.
   c) point out care of records and phonograph.

5. Demonstrate operation of the telephone

   a) discuss the parts of the telephone
   b) have telephone company representative out for a presentation
   c) direct student in phone call procedures, and allow him to experiment.
   d) Ask student to make phone calls.

VOCABULARY

television
radio
phonograph
telephone

volume
tune
channel
station

TEACHING AIDS/RESOURCES

radio
television

phonograph
telephone (special two-way phone)

RELATED "ACADEMIC" OBJECTIVES

experience operating audio-visual equipment within the school
units on t.v., radio, phonograph and telephone

EVALUATIVE CRITERIA

1. The student will operate a television set and tune to various types of programs upon request.

2. The student will watch and participate in a conversation about a weekly television series.

3. The student will operate a radio and tune to various types of programs upon request.

4. The student will operate a phonograph properly without damage to the phonograph or the record.

5. The student will call a friend and demonstrate at least basic telephone courtesies, including the following:

    a) identifying self to person answering.
    b) appropriately asking to speak to friend.
    c) communicating by listening as well as speaking.
    d) speaking with appropriate level of volume and with clarity.
    e) ending conversation with appropriate closing remarks.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Outside the Home

OBJECTIVE: The student will participate in entertainment involving physical activities in his residential area (walking, window shopping, biking, swimming, skating, sliding and snow activities).

LEARNING ACTIVITIES

1. Discuss the entertainment value of physical activities such as walking, window shopping, biking, swimming, skating, sliding and snow activities. Show films on one or more of the activities.
2. Discuss appropriate locations for the different activities.
3. Discuss the safety skills and common courtesies needed to engage in any of the physical activities.
4. Have student do as many as possible of the physical activities near the Home and Family Living Laboratory over a two-week period and discuss.

VOCABULARY

boulevard
department store
dock
private property
crosswalk
specific names of locations

right hand side
intersection
display window
raft
lawn

public beach
courtesy
semaphore
decorations
lifeguard

TEACHING AIDS/RESOURCES

films
Take Home Activity forms

RELATED "ACADEMIC" OBJECTIVE

psychomotor skill development in motor performance needed for these activities

---

EVALUATIVE CRITERIA

1. The student will tell the location of at least three residential area entertainment sites where physical activities are offered.

2. The student will get to at least two residential area entertainment locations independently.

3. The student will demonstrate the skills and common courtesies needed to engage in at least two physical activities near the Home and Family Living Laboratory

4. The student will demonstrate the skills and common courtesies needed to engage in at least two physical activities near his own home. Parents will need to evaluate and report on this performance. Evaluation criteria should include regular (at least three times per week) participation in an activity over a three-week period.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Within the Home

OBJECTIVE: The student will participate in games and hobbies.

LEARNING ACTIVITIES

1. Discuss and demonstrate use of games for entertainment.
2. Discuss the development of a hobby with emphasis on continuing activity. Guest speakers who have interesting hobbies should be invited in to add motivation.
3. Demonstrate and direct student in one of these hobby activities: puzzles, collections, scrapbooks, arts and crafts, manufactured hobby kits, taking pictures and sewing.

VOCABULARY

words specific to individual games and hobbies

TEACHING AIDS/RESOURCES

games and hobbies
Take Home Activity sheets

RELATED "ACADEMIC" OBJECTIVES

group social skills development
skill development in following directions and rules

EVALUATIVE CRITERIA

1. The student will follow simple rules of play for at least three games.
2. The student will use games on his own for entertainment at home by initiating a solitary game at least once per week. The parents will report on this performance in conferences or through Take Home Activity forms.
3. The student will participate in at least one hobby activity while in attendance at the Home and Family Living Laboratory.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Within the Home

OBJECTIVE: The student will demonstrate performing and maintaining appropriate home routine exercises for physical fitness.

LEARNING ACTIVITIES

1. Discuss the importance of daily exercise in the home.
2. Demonstrate appropriate indoor exercises.
3. Direct students in performance of simple exercises.

VOCABULARY

physical fitness	muscle
exercise	daily routine

TEACHING AIDS/RESOURCES

book or film on basic exercise program
record
television program on home exercise

RELATED "ACADEMIC" OBJECTIVE

concept development of the relationship of physical exercise to physical and mental health

---

EVALUATIVE CRITERIA

1. The student will demonstrate ability to perform at least five basic physical fitness exercises.
2. The student will prepare or help prepare a daily exercise chart and demonstrate evidence of regular exercise by exercising at least 5 out of 7 days per week.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Outside of the Home

OBJECTIVE: The student will participate in entertainment as a spectator observing others in outdoor activities.

LEARNING ACTIVITIES

1. Discuss the entertainment the student may find in observation. Show films of outdoor activities being observed by spectators.
2. Direct the student in appropriate observing behaviors and allow for practice.
3. Have students observe outdoor activities, such as swim meets, track meets, baseball/football games, snowmobile races, snow sports, etc.
4. Discuss the various opportunities available for observation.

VOCABULARY

names of facilities where activities occur

TEACHING AIDS/RESOURCES

films

RELATED "ACADEMIC" OBJECTIVE

EVALUATIVE CRITERIA

1. The student will independently initiate at least one request to attend an outdoor entertainment event each month. This request should be recorded and reported by school staff or parents for that student.
2. The student will demonstrate sufficient interest and effort to participate in outdoor spectator activities such that the parents will report a noticeable change in his ability to entertain himself in this way. Parents will report this when questioned in a conference or on a written evaluation report from provided by the school.

3. The student will demonstrate knowledge of appropriate observing behaviors by orally relating at least three basic courtesies expected of a spectator at an outdoor activity.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activies Within the Home

OBJECTIVE: The student will find entertainment as a spectator observing others participating in activities.

LEARNING ACTIVITIES

1. Discuss entertainment the student may find in observing others.
2. Direct student in appropriate observing behaviors and allow and encourage him to practice these.
3. Discuss activities appropriate for observation.
4. Student observes others participating in activities.

VOCABULARY

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVE

training in observation skills through seeing and hearing.

EVALUATIVE CRITERIA

The student will demonstrate appropriate observing behaviors by observing a game or hobby activity without interrupting the participants(s).

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Outside the Home

OBJECTIVE: The student will use local movie theaters as a means of entertainment by independently traveling to and attending a movie.*

LEARNING ACTIVITIES

1. Take group of students on tour of local movie theaters.
2. Direct students in use of public transportation to theaters.
3. With parent cooperation, direct student with walking routes to local theaters.
4. Have student take public transportation to theater.
5. Have student walk to theater.
6. Discuss movie schedules (advantages of matinee shows for these students).
7. Have student demonstrate the ability to use movie facilities on his own.

VOCABULARY

names of theaters
terminology related to transportation

TEACHING AIDS/RESOURCES

local theaters
newspaper and ads

RELATED "ACADEMIC" OBJECTIVE

skill development in use of money
social skills development

EVALUATIVE CRITERIA

1. The student will state the name and general locality of at least one theater.

* Not for the Lowest Functioning Students

2. The student will travel by bus to a local theater.
3. The student will travel to a local theater by walking.
4. The student will use appropriate social behaviors in the theater.
5. The student will locate and use movie theater facilities (water fountain, concession, restrooms, etc.).

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC A: Self-oriented Activities Outside of the Home

OBJECTIVE: The student will attend community sponsored functions for entertainment purposes by independently traveling to and from a community event.*

LEARNING ACTIVITIES

1. Take students to community sponsored functions to demonstrate their entertainment value.
2. Ask community resource persons to discuss organizations within the community who sponsor activities (YMCA, YWCA, churches, clubs, schools, etc.).
3. Instruct students in use of public transportation to community functions using maps, slides, field trip demonstrations, etc.
4. Have student practice taking public transportation to locations frequently used for events.
5. With parent cooperation, instruct students with walking routes to community functions.
6. Have students practice walking to locations frequently used for events.
7. Have students attend specific function.

VOCABULARY

names of organizations
names of specific functions

TEACHING AIDS/RESOURCES

organizations (YMCA, YWCA, parks, playgrounds, churches, museums, libraries, associations for retarded children)

RELATED "ACADEMIC" OBJECTIVES

knowledge of public transportation and basic traffic safety
concept development on appropriate social behavior

---

* Not for the Lowest Functioning Students

EVALUATIVE CRITERIA

1. The student will name at least three community organizations which sponsor regular or special community entertainment services.

2. The student will describe the general location of the three organizations cited in #1, or the location of their entertainment event or function.

3. The student will travel independently by bus (or by walking) to a community event or function.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC B: Group-oriented Activities Within the Home

OBJECTIVE: The student will converse with a small informal group within his home (television, talking, informal visits).

LEARNING ACTIVITIES

1. Involve the student in talking about the entertainment value of informal conversation within the home.
2. Conduct conversation about social skills needed for initiation and carrying on of small group conversations.
3. Explore possible topics of conversation with students.
4. Initiate and direct informal group conversations in practice sessions; then, assign initiator role to students.
5. Encourage students to use the Home and Family Living Laboratory living room during free time to initiate group conversation.
6. Discuss inviting friends over, "just to talk".

VOCABULARY

conversation
names of various conversation topics

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVE

social skills development in the areas of listening and conversing

---

EVALUATIVE CRITERIA

1. The student will demonstrate necessary skills for invitation of persons into his home for participation in small group conversations within the home by role playing an invitation situation Performance will be evaluated on a) appropriate social behavior while inviting and b) adequate information for the invitee as to time and place.

2. The student will relate at least three topics of conversation appropriate for a small informal group within his home.

3. The student will actively participate in an informal group conversation within the Home and Family Living Laboratory by contributing to at least two topics of conversation during the conversation and by giving evidence of listening and responding to others.

4. The student will improve in the skills of informal conversation to the extent that his parents report in conference a noticeable change in both the quantity and quality of participation in informal conversations at home.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC B: Group-oriented Activities Within the Home

OBJECTIVE: The student will participate in small group games hobbies, activities within the home.

LEARNING ACTIVITIES

1. Show interest in games for leisure time activity.
2. Discuss appropriate behavior for group games.
3. Organize the playing of games by groups in the Home and Family Living Laboratory.
4. Encourage parents to include student in group games at home and provide a list of appropriate games.
5. Direct small groups of students with similar hobby interests.
6. Make games and hobby craft materials available. Have students group themselves into interest areas.

VOCABULARY

names of games
specific hobby related vocabulary
specific vocabulary related to individual games

TEACHING AIDS/RESOURCES

RELATED "ACADEMIC" OBJECTIVE

social skills development in areas of social interaction, courtesies and following rules

---

EVALUATIVE CRITERIA

1. The student will follow simple rules in playing at least three group games.

2. The student will participate in group games in the Home and Family Living Laboratory at least twice per week.
3. The student will involve himself as an observer or participant in a common hobby interest with a group at least once during the year.
4. The student will demonstrate improvement in interest and participation skills in group games at home to the extent that the parents report noticeable change in behavior in this area. Parents will evaluate and report in conferences or by written evaluation forms.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC B: Group-oriented Activities Outside the Home

OBJECTIVE: The student will relate knowledge of eligibility to belong to community sponsored organizations, (scouting, 4-H, Church, YMCA, YWCA, CYC, Associations for Retarded Citizens.

LEARNING ACTIVITIES

1. Lead a discussion on the value of being a member of a community sponsored organization.
2. Lead a discussion on the available organizations appropriate for membership and their general locations.
3. Lead a discussion on the actions and responsibilities of membership in an organization.
4. Invite representatives of organizations to give presentations.
5. Take students to such an organization meeting within the community setting.
6. Initiate an organization within the school setting.
7. Consult parents about available community sponsored organizations appropriate for student membership.
8. Have student, with parental supervision, seek membership in organization.

VOCABULARY

names of organizations
terms unique to membership (member, dues, officers, etc.)

TEACHING AIDS/RESOURCES

community sponsored organizations

RELATED "ACADEMIC" OBJECTIVES

social skills development in group activities
transportation skills development
concept development on the relationship between grooming and group acceptance

---

EVALUATIVE CRITERIA

1. The student will relate the names and general locations of at least two community sponsored organizations.

2. The student will relate at least three actions and/or responsibilities of membership in an organization.

3. The student will join and/or participate in a community organization for a period of at least six months. Minimal participation criterion should be 80% attendance. Parents can report in conference or on a written evaluation form on his performance.

UNIT #7: LEISURE TIME IN THE HOME AND FAMILY LIVING LABORATORY

TOPIC B: Group-oriented Activities Within the Home

OBJECTIVE: The student will plan, organize and carry out a party within his home under parental supervision (special occasion, overnight, dance, dinner).*

LEARNING ACTIVITIES

1. Discuss the entertainment value of having a party at home.
2. Discuss the importance of parental approval and supervision in organizing a party.
3. Discuss and direct proper procedures in planning a party with emphasis on: a) invitations b) planning for needs of guests (comfort, food, activities, transportation) c) clean up.
4. Direct party in the Home and Family Living Laboratory; then, students assume responsibility for directing Home and Family Living Laboratory parties (under supervision of teacher).
5. Consult several parents about the possibility of their child having a party.
6. Student, with parental supervision, plans, organizes and carries out party.

VOCABULARY

names of party types
names of party games and activities
names of food

TEACHING AIDS/RESOURCES

Home and Family Living Laboratory resources

RELATED "ACADEMIC" OBJECTIVE

social skills development in the areas of party manners/courtesies and interaction with other guests

---

EVALUATIVE CRITERIA

1. The student will relate the importance of parental approval and supervision of party.

* Not for the Lowest Functioning Students

2. The student will relate at least three party types.

3. The student will, under parental supervision, plan and carry out a party of some type in his own home at least once during the school year. The parents will evaluate his performance by the Task Analysis Sheet for Planning and Giving a Party.

NAME ______________________

DATE ______________________

UNIT # 7 Leisure Time in the Home & Family Living Laboratory

TASK Planning & Giving a Party

enter (+) or (-)	1. Pre Test - When Unit is Begun	2. When Student has Tried With Teacher Support	3. Immediately After Practice of Step	4. Post Test - When Instruction Period is Completed	5. Retention - Two Months Later or at the Beginning of Next School Year
Decides theme or reason for giving a party					
Decides on guests (number and who)					
Chooses date, place, time of start and length of time of party					
Makes invitation (telephone, verbal or written)					
Plans menu for party to fit theme					
Plans serving of refreshments (things needed, how serving is to be done).					
Plans social activities to fit theme, place where party is held, type of guests, season of year					
Shops for items needed for party					
Cleans house					
Decorates, if appropriate					
Prepares refreshments					
Plan schedule so persons have time to straighten up their appearance before guests arrive					
Plan cleanup					